

Bulletin of the Department of Secondary-School Principals

of the
NATIONAL EDUCATION ASSOCIATION

VOLUME 21

MAY, 1937

NUMBER 67

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THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS
OF THE NATIONAL EDUCATION ASSOCIATION

H. V. CHURCH, Executive Secretary
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FOREWORD

The gradual growth of the National Honor Society, the establishment of chapters in many of the best high schools in this country, and the mounting annual increase in the number of chapters are evidences of the need for such an organization in the secondary schools of the United States. In the short span of the life of the National Honor Society it has become increasingly apparent that the young people in these groups are keenly eager to find an outlet for their youthful and altruistic enthusiasm, and that they have shown a real desire to find opportunities to be of service to their schools and to their communities. The National Council has made some efforts to meet these appeals, but the local units have gone beyond these meager suggestions and have boldly essayed to undertake enterprises to raise the scholarship in their schools, to help their mates in their schoolwork, to assist, in many minor ways, their teachers, librarians, and principals. Their enthusiasm for service to their neighbors is spreading and becoming more potent. As the reports of these undertakings go out, other chapters are anxious to know about these projects. This is evident from the many requests that come to the National Office asking: "What are some suitable projects and activities for our chapter?" and, "Where can we learn what other chapters are doing?" These questions show the increasing tendency of chapters to work as a unit, to develop programs of activities, and to strive for school improvement through coöperative effort. Such queries indicate that the publication of the outstanding projects and activities of the chapters is now necessary.

Moved by the signs of this growing interest in the projects of the various chapters, the National Council sent a form letter to each chapter asking for a report on its one project or activity which it considered best from the point of view of its contribution to the improvement of school life and to the students participating. It was suggested that each report might sketch the situation giving rise to the project, tell who planned it, the steps involved in carrying it to successful completion, and of course, the reaction of the faculty and student body toward the enterprise, emphasizing particularly any

unique function or characteristics of the undertaking. Several hundred reports were received in response to this letter. An attempt has been made to group the various activities into classifications of common purpose: guidance and orientation of activities, tutoring, journalistic projects, group studies and research projects, the promotion of scholarship, citizenship activities, and community-school undertakings. Also there are a few selected induction ceremonies, and pageants written by chapters, and an account of the new services which have been developed.

The requests for facts about the founding and growth of the National Honor Society are many. Hence a brief history of the organization seems necessary. Therefore this issue of the BULLETIN of the Department of Secondary-School Principals is devoted to information about the National Honor Society and the National Junior Honor Society.

For their assistance in the preparation of this volume acknowledgement is made to the active chapters the country over. Without the prompt and cheerful coöperation of these young people and their sponsors in reporting their activities this handbook would be of little value.

For the drudgery in preparing this volume full appreciation is given to Mr. C. C. Harvey and to Mr. H. E. Patrick, and for the careful and discriminating editing of rituals and pageants, Miss Lura Blackburn and Miss Mildred Linden are accorded sincere gratitude and full recognition.

The shortcomings in the BULLETIN can with justice be laid at the door of the Secretary of the National Honor Society.

HISTORY OF THE NATIONAL HONOR SOCIETY

Near the beginning of the present century, when the great increases in enrollment in the secondary schools of the country stimulated the development of the social aspects of the high school through extra-curriculum activities, forward-looking educators began to realize that scholarship was not receiving its rightful emphasis among the social and athletic activities which already were holding the center of the stage. Incentives to improve scholarship had long been part of the administrative routine of American schools, in the form of honor rolls, special privileges, awards of various kinds, delivering the valedictory and salutatory addresses, letters of congratulation, and scholarship awards, but each school had its own system of recognition, and little effort was made to provide social stimulation of scholarship by having the desire to improve come from the student body itself.

The first high-school honor society, that had as its primary aim the encouragement of high scholarship, was Phi Beta Sigma, organized on the last day of the school year in 1903 by five girls of high scholastic standing under the direction of Dr. William B. Owen, then principal of the old South Side Academy, Chicago. The organization continued when the Academy became part of the University of Chicago High School in 1904, and still exists as an independent society, although it conforms closely to the rules and regulations of the National Honor Society.

The idea spread rapidly, since the high schools of the country were desirous of emulating the activities and accomplishments of Phi Beta Kappa in colleges and universities. Among the organizations which sprang up in widely separated parts of the country, having various requirements for admission, but keeping the development of scholarship as the primary goal were: the Cum Laude Society, organized in 1906 by Dr. A. W. Harris at the Tome School, Fort Deposit, Maryland; the Oasis Society, organized in the same year at the Polytechnic Preparatory Country Day School in Brooklyn; and the Arista Society, founded in 1910 by Dr. W. B. Gunnison of Erasmus Hall High School, Brooklyn.

At times schools lying in the same area have been able to agree on similar standards of scholarship and recognition for the entire group. Following the organization of the Mimerian Society among students of the Manual Arts High School of Los Angeles in 1910 the movement spread rapidly in California, culminating in the organization of the California Scholarship Federation of thirty-five high schools in 1921-22. The Pro Merito Society was established in 1916 by more than thirty head masters in western Massachusetts, and in the next year the Ephoebian Society was organized for graduates of Los Angeles high schools at the suggestion of Dr. Shields, superintendent of schools. The Marcelleans Society was founded in 1919 at Fargo, North Dakota.¹

When the successful operation of local and district honor societies was noted by educators, consideration was given the question by the recently-organized National Association of Secondary-School Principals, and at the Chicago meeting of 1919, J. G. Masters of Omaha was appointed chairman of the committee on a national honor society. The problem was raised that,

If the society with many chapters commends itself to the schools of a certain district because each is helped by the other, a nation-wide society ought to be a stronger organization and receive the support of all of the schools that believe in such a society. Will not one common badge for the entire country be more valuable than many different local badges? In other words, if the fundamental principle of the honor society is sound, it should be national in its application; a national honor society of secondary schools is a logical outgrowth of the wisdom and experience of the past fifteen or twenty years.²

At the meeting in Cleveland the next year the committee made its report accompanied by an outline of a proposed constitution. The organization of a national honor society met with the favor of the Association, which gave the president authorization to name a committee on constitution and organization that should make its report the following year. This first committee was composed of J. G. Masters, Omaha, Nebraska, chairman; Merle Prunty, Tulsa, Oklahoma; C. P.

¹Much of the material on the development and early history of the National Honor Society is taken from Edward Ryneearson, "Honor Societies in Secondary Schools," *School Review*, XXX (June, 1922), 456-66.

²Ryneearson, *loc. cit.*, p. 461.

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Briggs, Lakewood, Ohio; George Buck, Indianapolis, Indiana; H. V. Church, Cicero, Illinois; and Edward Rynearson, Pittsburgh, Pennsylvania. E. J. Eaton, Youngstown, Ohio, and M. R. McDaniel, Oak Park, Illinois, were added to the committee the following year in the absence of Messrs. Masters and Buck.

Mr. Rynearson, who is often referred to as the father and founder of the National Honor Society, made the following remarks on the work of the committee which reported to the Atlantic City meeting in 1921:¹

In drawing up the constitution the committee was faced with the necessity of providing an organization broad enough to meet all of the varying needs of these numerous societies. Scholarship only seemed too narrow; where tried, the society had, in the words of Dr. Powell, 'got the stigma of being high-browish'. On the other hand, there was great danger of according too little recognition to scholarship. After considerable discussion, the committee fixed upon character, leadership, scholarship, and service as the fundamental virtues most useful to society and therefore most worthy of encouragement. The constitution lays down general rules regarding officers, eligibility, etc., but, in the main, leaves the details of government to each chapter. The standards of the schools in which chapters may be established must be equal to those schools accredited by such agencies as the North Central Association. . . . Authority is vested in a national council of nine members.

After the report of the committee was accepted and the plan approved, the American Torch Society was founded, the name being later changed to the National Honor Society. Although the constitution was written and adopted in 1921, the organization did almost nothing until after the Chicago meeting in 1922 when the form of charter was approved and the emblem adopted.

The National Honor Society has met with approval among the secondary schools of the country, and has enjoyed healthy growth in the fifteen years of its existence. By 1926 more than 400 chapters were enrolled with more than 13,000 members. In 1926 there were more than 600 chapters enrolling more than 18,000 members. By 1929 more than 950 chapters had been organized with more than 48,000 members, increasing

¹*Ibid.*

the next year to approximately 1,000 chapters with a total membership of 52,522. In 1934 there were approximately 1,500, and in 1935, 1,800 chapters. To-day there are 2,202 chapters of the Society with a total enrollment of approximately 250,000 members.

Although the framework of the Society was purposely loosely woven by the original committee to permit greater freedom of initiative for local chapters, it soon became necessary, on account of the increasing demands, to supply sample methods of selection, rituals of induction, lists of suggested activities, and other material necessary for the effective conduct of the organization. Many chapters have kept their independence, however, and report worthwhile innovations, helpful practices, and impressive rituals to the national office from time to time.

That the National Honor Society was well built by the original committee appointed to draw up a plan of organization is evidenced by the fact that only three changes have been made in its constitution. Originally eligibility for the Society was limited to the highest fourth of the senior class; now the membership is drawn from the highest third. At first 5% of the 11A class might be elected only during the last month of the semester; at present they may be chosen at any time during the sixth semester. The model constitution for local chapters, as revised in 1936, provides special membership regulations for small high schools, permitting the individual schools to fix the scholarship average necessary for candidacy, and admitting members of the sophomore class as probationary members, provided that they satisfy all corresponding requirements placed upon candidates from the junior and senior class. This does not mean that these changes were the only issues that have been raised; other important questions, grouped under seven heads, were sent out to principals of secondary schools having chapters of the Society by President Rynearson in 1929, and were reported in BULLETIN No. 30 in March, 1930. The great majority of answers indicated approval of the constitution and policy of the Society, but the minority expressed a variety of critical opinions which have been under consideration by the Council and member chapters ever since. The issues were summarized in these questions:

1. Do you favor admitting sophomores at the end of their fourth semester to the Society?
2. Do you favor admitting juniors at the end of their fifth semester?
3. Do you favor admitting more than 15% of the senior class to the Society including students admitted in the lower classes?
4. What are your chief difficulties in selecting National Honor Society members?
5. Do you believe that students should be admitted to candidacy for membership who rank in the highest third of their class in Scholarship?
6. Would you favor admitting all senior students who attain a standard scholastic mark representing the upper 15% of achievement, and whose service, leadership and character have no negative reports or disapproval from faculty members?

(No. 7 was concerned with the Junior Honor Society, and No. 8 with suggestions for improving the administration of the Society.)

It will be noted that the question of whom to admit to the Society is that of greatest importance. The problem of preserving the honorary character of the organization without permitting it to become too exclusive is one which the National Council has had to face from the beginning. A partial solution was reached with the decision to organize a National Junior Honor Society in 1929 along the lines of the previously established senior body. An account of its organization and short history is included later in this BULLETIN. That the problem is not completely solved is indicated by other articles in this BULLETIN, indicating that one method may be a return to the principles first laid down by the National Council of the Society upon its organization, namely leaving to the individual chapters the solution of their own particular aspects of the problem. Legislation prescribing methods exactly for all of the chapters does not appear to be satisfactory or feasible.

In addition to defining limits of eligibility for admission to the Society, one of the most difficult problems has been that of setting standards for selecting the individual members. As in any system of grading and marking, difficulties of determining levels of scholarship have been an aspect of the problem which the Society has shared with those in the

profession who are seeking to work out adequate measures of ability. But, coupled with that problem, the Society has contended with the difficult question of determining measures of the traits of character, leadership, and service. That subjective elements are a part of any system of judging these traits at its best is recognized by all who have had a part in the solution of the problem, and many writers have recognized that fact in the numerous methods of selecting members which have been published in the BULLETINS of the Department since the Society was established. Again a satisfactory solution determined by the individual student body seems to rest with the separate chapters. Valuable suggestions have been made from time to time, many of which have been recommended by the National Council for adoption by any chapter which might find them useful in attacking its peculiar problems.

One of the best methods of instilling the aims and ideals of the Society into the new members and the school at large has been found to be an impressive ceremony of initiation. A ceremony of the right kind provides an excellent opportunity to impress a high regard for scholarship, character, leadership, and service upon the entire school community, therefore it is generally agreed that the ceremonies should be public, for the benefit of parents and friends of the school, as well as for the edification of the pupils themselves. One of the first questions that was asked fifteen years ago after the writing of the constitution was completed, was "Shall we have a uniform required ritual ceremony and pledge?" The answer was a uniform and emphatic "No," and since that time individual chapters have developed appropriate and impressive rituals of installation, varying to some extent in elaborateness of presentation, but dignified and tending toward greater simplicity in recent years. The originality and creative ability of members of the Society is amply indicated in the numerous ceremonies which have been published in the BULLETINS from time to time.

In the original article about the National Honor Society and its formation, the late Mr. Rynearson, founder of the first chapter at the Fifth Avenue High School, Pittsburgh, set

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forth the purpose of rituals of induction and the use to which these ceremonies may be put:¹

The program should be dignified and impressive throughout. The school at large will judge the society to a great extent by the public exercises. Here is a great opportunity to create an enthusiasm for scholarship among those who have not been awakened to the importance of a complete development of their powers. On the other hand, those who have been selected for membership should be made to realize that, because of their conspicuous leadership, intellectual achievements, loyalty to high ideals, and nobility of character they are not to be withdrawn from the "mass" and form a "class", but that this added honor carries increased obligation, that unusual ability entails extraordinary responsibility, and that they are greatest who serve most.

Will not the explanation of the torch, held high by the arm of youth, the emblem of the national society, be another opportunity to inspire all of the pupils with those ideals that challenge their highest and best powers?

Since the National Honor Society met with great success almost upon its organization, it was inevitable that imitations should spring up. As early as 1927 it became necessary for the Secretary to issue a warning against such organizations, some of which continue to exist to-day.

In the early days of the organization, the chapter was largely a mythical body, meeting only to be inducted into the Society and performing no function other than partaking in the honor of membership. In later years principals have come to realize more and more that the group provides a potential force for supplying the leadership of the school. It was natural that the organizations which came into being should perform valuable services for the school, according to another of its primary purposes, and since that time various chapters have taken part in a large number of activities, many of which have been described in recent numbers of the BULLETIN. Trends in activities among the member chapters indicate that it is in this field that the future of the Society lies, in fact some principals in recent times have called upon their local chapters to become the agency of student government and administration, recognizing the high quality of its membership.

Within the last two years a movement has taken place

¹*Ibid.*, pp. 462-3.

within the Society to organize state associations and hold conventions for the interchange of ideas. Conventions have already been held by chapters in Kansas, Oregon, New Jersey, Arkansas, and South Carolina, the last of these reported in the BULLETIN for May, 1936.

A similar need for discussion of problems facing the Society has been felt by members of the Department for some time. To supply this long-felt want the National Council instituted a panel discussion at the Portland meeting of the Department in June, 1936. Both at this convention and at the New Orleans meeting last February the panels have been found to be a valuable means of disseminating information concerning the Society and providing an opportunity for viewing its problems in a manner impracticable in written correspondence. It was during the Portland panel that Mr. H. V. Church, secretary of the Society since its organization, made one of the most concise statements of the principles that are the foundation of the National Honor Society:¹

The National Honor Society was started to stimulate scholarship in the secondary schools of the country, and to endeavor to place secondary education on higher levels. . . . This is done in two ways. We decided from the beginning to try to recognize character, service, leadership, and scholarship in the students of the high schools, and in so doing to try to stimulate all members of the high schools to try to attain those attributes and those elements of high standing. The other way is that we try to impress on all members who are chosen and inducted into the society this feeling, that when one is elected into the National Honor Society, it is not only for his career in the secondary school, but it is for life, and that he as a student and a graduate of the high school, going out into life, will be held to the pledge as a member of the National Honor Society, no matter where he goes, no matter what he becomes . . . to endeavor always to try to raise secondary education to higher and higher levels.

The National Honor Society, in its short period of existence, has come to occupy an essential part in the administration of the modern high school. Its problems are the problems of education in general; the principal must not become impatient because no magic formula has been supplied for their

¹Department of Secondary-School Principals Bulletin No. 63, December, 1936 p. 69. \$1.00.

solution. Its main advantages have been summarized by Mr. Harry C. McKown, who has served as a member of the Nation Council:¹

1. It defines and sets standards for the ideal high-school student.
2. Rank rather than marks determines eligibility.
3. It is flexible.
4. Its national scope gives it significance and prestige.
5. It is an educational agency because of the opportunities in its constructive program.

The first four of these points have long been recognized as being advantages of the Society; it is in the last that its future progress lies.

* * * * *

Motto: *Noblesse Oblige*

Colors: White and gold

Flower: Marguerite

¹*Extracurricular Activities* (New York, 1930), pp. 449-52. \$2.50.

SUBSIDIARIES OF THE NATIONAL HONOR SOCIETY

The National Council has given much thought, as the National Honor Society expanded, to enterprises that have grown out of the secondary needs of the organization. These subsidiary requirements of the Society could not be ignored, and as the organization grew it became quite apparent that outside and foreign interests would satisfy these demands. There developed a firm conviction that commercial interest should be kept from exploiting the members of this growing group of young people. Consequently it was deemed wise to assume full control of these logical but secondary interests. This policy of the National Council can be understood in tracing the steps in the handling of the emblems of the National Honor Society. The Society was beset with manufacturing jewelers anxious to make and sell emblems. To control these commercial endeavors strict limitations were set up, and accordingly all orders for insignia were required to pass through the national headquarters. Mounting complaints in regard to emblems led to the trial of a second jeweler, but complaints continued. Finally it was decided to equip a factory and to control the entire output of this plant. The National Honor Society now owns and runs its own factory for the manufacture of pins, charms, and rings.

Another adjunct of the National Honor Society is the Revolving Scholarship Loan Fund. The details of this project have been taking form for over a year. At the New Orleans (1937) convention the Loan Plan was authorized, and immediately a circular letter, somewhat as follows, was despatched to the chapters:

"The Executive Committee has given official sanction to the National Council to establish a Revolving Scholarship Loan Fund to aid promising members of the Society. This Fund provides some forty scholarships of two hundred dollars each for the next scholastic year. These loans will be available only to members in the three upper years of colleges and universities. In order that there may be an equitable distribution of these forty scholarship loans, the United States has been

divided into eight districts. Each of these has about two hundred fifty chapters of the National Honor Society. Each district will have a chairman who will receive and pass upon the applications of candidates for loans. It is desired that each chapter, on receipt of this circular letter, shall go over the list of its members now in institutions of higher learning. Preference will be given to juniors and seniors although the awards will be made on the basis of the level of scholarship maintained and the financial assistance required. No loan of less than fifty dollars or more than two hundred dollars will be made in any year.

"Back of this plan is the hope that every chapter of the National Honor Society will be moved each year to assist at least one member to complete his first year at a higher school. It is the expectation of the National Council that as this fund grows, and as more scholarship loans are made, and as more chapters establish financial aid for their members, high scholarship will be encouraged in the secondary schools of this country.

"If any member of your chapter, now a student in a higher institution, may desire the assistance provided by this loan fund, please advise him to communicate with the Secretary of the National Honor Society, H. V. Church, 5835 Kimbark Avenue, Chicago. The chairman and their territories of the eight districts mentioned above are:

- A. G. Heitman, Principal of Central High School, Sioux City, Iowa—Nebraska, Kansas, Oklahoma, and Arkansas;
- Ernest B. Comstock, Principal of North Dallas High School, Dallas, Texas—South Dakota, Minnesota, Iowa, and Missouri;
- D. H. Loree, Principal of High School, Hollidaysburg, Pennsylvania—Texas, Louisiana, Mississippi, Tennessee, Alabama, Georgia, Florida, Kentucky, South Carolina, and North Carolina;
- R. D. Meade, Principal of West High School, Aurora, Illinois—Ohio and Indiana;
- J. H. McNeel, Principal of Senior High School, Beloit, Wisconsin—Porto Rico, Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New York, New Jersey, and Delaware;

- W. L. Newton, Principal of Rome Free Academy, Rome, New York—District of Columbia, Pennsylvania, West Virginia, Maryland, and Virginia;
- H. P. Stellwagen, Principal of Soldan High School, St. Louis, Missouri—Wisconsin, Michigan, and Illinois;
- N. M. Wherry, Principal of Liberty Memorial High School, Lawrence, Kansas—North Dakota, Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, California, Hawaii, and Philippine Islands.

After the applications have been received by the District Chairman they are sent to the National Committee of Three, who give the papers an additional examination and make the final choice of loanees. The National Committeemen are: E. R. Crow, Principal of High School, Columbia, South Carolina; E. C. Wixon, Principal of South High School, Cleveland, Ohio; and S. E. Nelson, Principal of Central High School, Chattanooga, Tennessee.

A third subsidiary of the National Honor Society is now being formed. In the annual report of chapters covering the school year, 1935-36, this question was inserted, "Should members of your chapter be interested in a publication devoted to the activities of student leaders and to activities of the chapters of the National Honor Society?" Approximately eighty-five per cent of the replies were affirmative. Various comments made carried the conviction that such a publication could be exceedingly helpful.

The Department's Committee on Publications later approved plans for a magazine to deal with student activities and projects. These plans call for a monthly publication of convenient size to start in October, 1937, under the sponsorship of the Department of Secondary-School Principals. Interest in such a publication has been growing rapidly during the past few years, but nothing has been done toward starting it until recently, due largely to the financial condition of the country. It is now felt that the time has arrived for such a periodical and that it will serve an important purpose in the American high school.

The publication is to have the following objectives: -

1. To provide a clearing house of ideas and information on activities and projects in secondary schools primarily for the benefit of students.

2. To sponsor projects in secondary schools designed to (a) enlist the enthusiasm of high-school youth in coöperative activities for school and community improvement, (b) lead youth to care about the future of democracy and the institutions which characterize it, and (c) help to adapt the schools to the changing needs of to-day's life.
3. To foster democracy and leadership in school life by encouraging students to take an intelligent part in the solution of problems, school government, and the management of their own affairs.
4. To help realize and incorporate in secondary schools the ideals and aims of the National Honor Society and the National Association of Student Officers.
5. To encourage a spirit of coöperation and good will among schools and between teachers and students.
6. To stimulate interest in activities designed to acquaint students with public affairs and provide a background for intelligent participation in community life.
7. To encourage the exchange of ideas among schools, support worthy movements related to school activities, and eliminate undesirable practices in connection with certain school activities.
8. To promote student participation in the formation and modification of school plans and policies whenever such activity has the approval of administrators and is motivated by a sincere desire to serve the best interests of the school.
9. To arouse interest and activity among students in connection with movements and events which vitally affect their welfare.
10. To coöperate with other agencies in their endeavors to foster worthwhile activities and movements in secondary-school activities such as the Junior Forum project sponsored by the United States Office of Education.

The scope of the publication will be as follows:

1. It will include all basic student activities in secondary schools.
2. Emphasis will be given to those activities which are interrelated with projects of the National Honor Society and those organizations designed to give students a part in school government and control.
3. Material will be selected for presentation which will give purpose to student activities, utilize the energy and enthusiasm of young people in enriching the

school program, and lead to self-guidance and personal growth.

4. Material will be selected for presentation with the view of promoting activities which will result in greater unity in school life, show the interrelationship of the entire activity program of the school, and emphasize the similarity of school and community and of school citizenship and community citizenship.
5. Ideas designed to stimulate students to creative endeavor and lead to original thinking and resourcefulness on the part of boys and girls will be given emphasis.
6. The publication will provide for self-expression on the part of students by giving them an opportunity to tell other students about valuable achievements by writing articles for publication.

Students, teachers, and principals of secondary-schools are invited to write to the Department of Secondary-School Principals and offer further suggestions for the planning of this publication. Contributions for the publication are welcome from students and advisers. All communications in regard to the publication should be addressed to the Department of Secondary School Principals, 5835 Kimbark Avenue, Chicago, Illinois.

METHOD OF SELECTING MEMBERS

Because the National Council has always preferred to have the individual chapters adapt the principles of the Society to local needs, the constitution does not prescribe the manner of selecting members. Until objective methods of judging scholarship, not to mention the qualities of character, leadership, and service, are developed, however, each chapter is advised to use the following methods of selection, which have been sent in by various chapters, merely as models. These examples of how some schools select members may suggest a plan for others.

AN OBJECTIVE METHOD OF SELECTING NATIONAL HONOR SOCIETY MEMBERS

Leonard A. Fleenor, Counselor for Boys
Washburn High School, Minneapolis, Minnesota

An objective method by which high-school pupils can be selected for recognition on the basis of scholarship, service, leadership, and character seems very desirable and quite ideal, but to attain this goal is no easy task and presents many obstacles which seemed almost impossible to overcome. However, when the Washburn Chapter of the National Honor Society was established in September, 1927, the faculty advisers set about at once to set up some practices which would take as much of the guesswork as possible out of the method of selecting members, and also to remove the personality of the advisers in effecting selection.

Letters were written to various schools, and to educators who possibly had made some progress in this direction, but no satisfaction was obtained. When it was found that no plan was available which was designed to measure such qualities as service, leadership, and character, some procedures suggested themselves as a step in the right direction. It is obvious that the best measure of a pupil's scholarship is his marks, and that they can be readily expressed. But it is not easy to define leadership, service, and character, or to express them in measurable form for a single pupil. To get at some possible meas-

ure of these qualities, a system of rankings was set up, relying on the judgments of a comparatively large number of people.

These rankings are as follows:

1. Scholarship, determined by the grades earned in high school up to the time of making selection.

2. Rankings by the faculty by use of a check list of the qualities implied under definition of service, leadership, and character.

3. Rankings formed by the candidates' estimates of themselves when considering the qualities of service, leadership, and character.

When these three rankings are determined for each candidate, they are added together to arrive at a final composite ranking which is the main basis for selection by the faculty advisers.

This plan has been in use for ten years in Washburn High School in which time several hundred have been permanently elected to the National Honor Society. It has been satisfactory in the main to faculty, pupils, and parents, and is offered here not as a perfect plan, but as one which makes some effort to express these desirable qualities mathematically. It is hoped that other schools may benefit by the use of this plan, but more especially that further progress may be developed and reported. A short detailed description follows of how the rankings are determined and used.

RANKINGS FOR SCHOLARSHIP

Rankings for scholarship are rather simple and objective. Beginning in 11A, the high-school marks for each pupil are evaluated numerically. A=3, B=2, C=1, D=0, F=-1. The upper quarter of each class is then ranked on marks so that scholarship constitutes the first of the three ranks. As classes contain from 175 to 300 pupils, it is quite a task to evaluate the marks of all pupils, but by inspection, it is possible to pick those who will likely be in the upper quarter. It has been found that the value of the lower limits of the upper quarter is usually about 1.70. Having given the marks a numerical value, the pupils are ranked from highest to lowest, beginning with one.

RANKING BY THE FACULTY

The entire faculty is always given the opportunity to express its judgment about each eligible candidate in the characteristics of service, leadership, and character. However such judgments are most difficult to make, and no one teacher nor group of teachers can know all of these characteristics for all candidates. However, to have a uniform method of forming judgments, a check list is used. The handbook of the National Honor Society (Bulletin 31, p. 10) devotes five paragraphs in defining each characteristic. Each paragraph has been restated in a few words to get it into a compact list as follows:

A. Service

1. Willingness to render any service to the school when called upon.
2. Willingness to do committee or staff work.
3. Readiness to show courtesy by assisting visitors, teachers, and students.
4. Willingness to represent school in interclass or inter-school competition.
5. Willingness to render worthwhile service to the school, to the community.

B. Leadership

1. Demonstrates leadership in classroom or home room.
2. Demonstrates leadership in promoting school activities.
3. Successfully holds school offices or positions of responsibility.
4. Contributes ideas which improve civic life of the school.
5. Exerts type of leadership which directly influences others for good.

C. Character

1. Meets individual pledges and responsibilities promptly to school and teachers.
2. Demonstrates highest standards of attitude toward honesty and reliability.

3. Constantly demonstrates desirable qualities of personality (cheerfulness, friendliness, neatness, poise, stability).
4. Coöperates by complying with school regulations (follows regulations concerning books, property, program, office, halls, lockers).
5. Upholds principles of morality and ethics.

This check list is in mimeograph form and when used, there is pasted on it the alphabetical list of the candidates so that the names fit a series of numbered lines on which the checks are made. Each teacher is requested to check the candidates in as many descriptions as possible, either positively or negatively, leaving the space blank when the pupil or description is unknown. Each teacher is asked to comment at length when she thinks a pupil should not be considered for selection.

The check lists are gathered, ratings totaled, and each pupil ranked according to the sum of favorable checks in the three characteristics, the pupil receiving the greatest number is given a ranking of one. This constitutes the second ranking.

RANKING BY CANDIDATES

It is assumed that no one knows a pupil better than the members of his own group. Accordingly, their own judgment has been used in selection.

The principal always meets the upper quarter as a group. He explains the purpose of the society and how membership is decided. An alphabetical list of the group is passed out to each member. Since there are from 40 to 60 in the upper quarter of the groups, they are asked to rate twenty people on the basis of desirability in such a society, thinking in terms of service, leadership, and character. The pupil stars his own name but does not include it in the ratings. The most desirable pupil is marked 20 and so on down to 1 so that the ratings are easily made by addition. Totals are made for each pupil and ranks established, giving a ranking of one to the pupil with the most ratings.

This constitutes the third ranking. Members of the society have no direct voice in selection of new members, but they are given the opportunity to state in writing, objections to any candidates on the list, especially if a candidate is known to be dishonest.

FINAL SELECTION

Rankings have been made in scholarship, by the faculty, and by the candidates themselves, they are combined into a composite ranking by adding all ranks for each pupil. The faculty advisers inspect these ranks and proceed to make selections. Any objections by the faculty or by the members of the National Honor Society are reviewed in case the pupil ranks within the range of selection. The principal conducts the meetings of the advisers, but usually expresses no voice in final selection. Members are then selected in order of final rankings on motion by the advisers. Usually each candidate within the range of selection is personally interviewed by the advisers. Only rarely has the order of ranking been set aside. Occasionally, at the lower end of the list, the rankings seem to be less reliable than the judgment of the advisers. As a rule, a few less than the full quota of members are selected, leaving some vacancies for obvious reasons.

NOTIFICATION OF SUCCESSFUL CANDIDATES

Final selections are not made known by the advisers until all are selected, and a day of notification has been announced. On that day, an all school auditorium is arranged. The members of the society take part. Members equal to the number of successful candidates, are used. Each member is provided with the name of a selection, and at a given signal, they all go into the audience and bring to the stage the newly elected members.

It is no small event in the life of a pupil to be picked from among his fellows, and conducted to the platform to be presented to the group as a member-elect to the National Honor Society.

WORKING MEMBERSHIP

This selection is known as a working membership, and can be discontinued at any time sufficient evidence shows that the pupil is below the standards set for the society. Only rarely has such a matter come to the attention of the advisers. This type of membership was not in the original plan, but came about after it was found that an occasional pupil was inclined to let his standards drop, on the assumption that once

he was in the society, his membership was continuous. This type of membership tends to keep all members up to their capacity until graduation.

At graduation time this working membership is voted a permanent membership by the faculty advisers providing no objections are raised. Any member of the faculty or of the National Honor Society may register in writing an objection to any member. Each case is an individual one and final decision rests with the faculty advisers.

In recognition of permanent membership, each name is starred on the commencement program, and the principal presents each member to the audience as a pupil attaining very high honor.

ADVANTAGES OF THE METHOD

1. Selection does not depend upon the personal preference of one person or of a small group of advisers.
2. Selection is rather objective and mathematical.
3. Candidates and faculty feel that fairness and merit usually prevail.
4. A wholesome effect is made upon many pupils early that they may attain merit and recognition.
5. Parents of unsuccessful candidates readily understand that no one teacher nor small group of advisers used undue influence in selection or rejection of pupils. The facts tell the story.
6. Pupils make direct contact with problems in human conduct since they must be rated and inspected.

SOME POSSIBLE DISADVANTAGES

1. The method requires considerable preparation and mathematical computation.
2. The rankings are not always of relative weight. However, it is obvious, that they are superior to guesswork.
3. In the final analysis, it is impossible to define and measure the qualities which are included. Nevertheless, it is better to make the attempt, than to do nothing about it.
4. Some inaccuracy and partiality can enter into the rating by teachers and pupils. However, the effect is small when the number of people expressing judgment is comparatively large.

A METHOD OF CHOOSING MEMBERS

C. D. McMURRY

Principal, Tremont Community High School
Tremont, Illinois

The problem of correctly grading and selecting seniors for honors on the bases of service, leadership, and character seems quite difficult to me. Scholarship is not so difficult a factor to determine since grades have been taken and recorded in detail throughout the entire period of attendance necessary for graduation from high school. Since scholarship is a factor that can be more correctly judged, I think that it should be counted with the other three for at least twenty-five per cent of the total number of points.

Furthermore, I am convinced that, at least for small high schools, a more nearly just choice can be made by having each teacher rate the candidates 1, 2, 3, 4, etc. in each of the three factors other than scholarship rather than on a percentage basis. Then the rating for scholarship can be taken from the school records without any guess work or mere estimating being necessary in arriving at the relative standings therein. Now, by adding up the total ratings as given by all teachers, the pupil with the lowest score would be ranked first, the pupil with the next lowest score would be ranked second, etc.

By using twenty-five percent as a basis for rating each of the three factors, other than scholarship, one teacher may use a wider scale of grading than another, thereby exerting a greater influence in the total averages. For example, let us suppose that three of four teachers rate the pupils Ruth, Mary and John with percentages of 75, 73, and 71 respectively, while the fourth teacher rates these same three pupils in a reverse order with percentages of 60, 67, and 74. By addition, the totals for each pupil will then be made to run 285, 286, and 288 respectively. *That is, by using the wider range of figures, the fourth teacher has reversed a unanimous first choice of three teachers down to last place and making the last choice of three teachers first.*

But by requiring these four teachers to rank their estimates in numerical order, the scores for these three pupils are 6, 8, and 10, respectively, with the lowest score being first

choice. Therefore, the system of numerical rankings is more likely to result in a majority choice for each place. With such intangible and uncertain bases as we have for grading character, service, and leadership, each of which is to be counted of equal importance with scholarship, it seems to me that we should use the system of grading which will most nearly result in a majority decision of participating teachers and which will limit and equalize the power of any one teacher in arriving at the final standings of the various candidates.

SELECTING MEMBERS FOR THE HONOR SOCIETY

MARIAN C. FETTE

Hannibal High School, Hannibal, Missouri

First a list of pupils scholastically eligible according to the regulations of the National Honor society is given to each teacher to be scored or voted upon as follows:

Only those teachers may vote for a pupil who have come into definite contact with him for a period of a semester or more in a class, study hall, or home room, or in some extra-curriculum activity of major importance, such as Class Plays, Pep Clubs, Hi-Y, etc.

Each teacher shall score a pupil on a maximum basis of three on each of leadership, service, and character. The total of the scores averaged under each of these three is then taken, and averaged with the score of the scholarship record. On this last the candidates' election to the society is based.

In this scoring boys compete with boys and girls with girls, but no student can be considered who does not score as much as three out of a possible six and a half points.

Any teacher who knows of an outstandingly objectionable trait in any student candidate should inform the committee, whereupon the name of that student will be removed permanently; or until proof of change and amendment in that student can be obtained.

These rulings, with the exception of the last paragraph, were published in the *Black and Red Review*, our school paper, and we have been gratified to notice that while before this year there were frequent questionings about the members elected or neglected, since then, no further inquiries or com-

plaints have been made. We have rather taken this to indicate that, cut and dried though this system may be, it is still to be preferred to the indefinite vagaries of the personal judgment of the committee.

We do neither insist nor urge that *every* teacher vote even on every pupil whose name he knows. If a teacher feels he is competent to judge a student's character but not his leadership or his service, he may vote on the one trait and leave blanks, which are not the same as zeros, in the columns for the others. We have felt that it was unjust to the student to require a teacher to vote for him, when that teacher did not feel well enough acquainted with him to pass judgment on him.

Neither have we considered the matter of office-holding under a special heading. If a student has rendered a service as an officer in student affairs, this, we felt, would be brought out sufficiently by the scoring of the teachers, especially of the sponsors, and should not be allowed special points. As a sad matter of fact there have been student officers who have rendered anything except a service to the school.

We do, however, hope to simplify the teachers' task by setting up some rather definite criteria for the bases on which service, leadership, and character are to be judged as well as for just what degree the numbers one, two, and three shall stand. The list might also be shortened by the simple process of reading to the faculty at one of its meetings, the names of many eligible but improbable nominees, and asking any teacher who wished the student's name retained to speak for him at that time.

A SCHEME FOR RATING QUALITIES OF CANDIDATES

FREDERICK L. POND

Principal, Meadville High School, Meadville, Pa.

Since the publication of the Character Rating Scale used in Meadville High School in the Bulletin 42, Department of Secondary School Principals, numerous inquiries have been received for the rating scales used for scholarship, leadership, and service.

The only way that judgment of these qualities can be made more objective is by separating them into constituents and assigning descriptive values of an ascending order and allotting some mathematical relationship to them. The following scales have proven satisfactory in rating students for the National Honor Society and as such are recommended:

—	Give ()
—	Tears Unso ()
—	Reser wo ()
—	Help ()
—	Unscr lou ()
—	Sick Ailin ()
—3	Profan Atheis ()
—3	Satisfi with anythin ()

Pupil rating

MEADVILLE HIGH SCHOOL

CITIZENSHIP RECORD
CHARACTER

Pupil's Name-----

Home Room-----

A student may gain recognition in character by meeting his social obligations promptly and completely, by honesty in class work, by helping to rid the School of bad influences, and by cordiality and sincerity at all times.

-3 Gives up ()	-2 Compromises ()	-1 Magnifies difficulties ()	I Courage	+1 Does not complain ()	+2 Loyal to conviction ()	+3 Heroic ()
-3 Tears down Unsocial ()	-2 Opposes social plans ()	-3 Indifferent to social demands ()	II Cooperation	+1 Well behaved ()	+2 Polite Willing ()	+3 Eager to be helpful ()
-3 Resents work ()	-2 Shuns work ()	-1 Wastes time ()	III Industry	+1 Busy ()	+2 Welcomes opportunity ()	+3 Makes utmost of opportunities ()
-3 Helpless ()	-2 Loses head ()	-1 Impractical ()	IV Usefulness	+1 Meets difficulties half way ()	+2 Remedies troubles ()	+3 Always master of situation ()
-3 Unscrupulous ()	-2 Tricky Unreliable ()	-1 Not always square ()	V Honesty	+1 Has clear convictions ()	+2 Honest and upright ()	+3 Faithful and true ()
-3 Sickly Ailing ()	-2 Complains often ()	-1 Slight weakness ()	VI Healthfulness	+1 Free from weakness ()	+2 No need for thought of health ()	+3 Strong Robust ()
-3 Profane Atheistic ()	-2 Skeptical Agnostic ()	-1 Slight disregard ()	VII Reverence	+1 Tolerant ()	+2 Reverent ()	+3 Devoted to ideals ()
-3 Satisfied with anything ()	-2 Slipshod ()	-3 Indifferent ()	VIII Responsibility	+1 Careful ()	+2 Pride in good work ()	+3 Tireless reaching perfection ()

Pupil rating score, October-----

Teacher rating score, June-----

CITIZENSHIP RECORD
SCHOLARSHIP

Date_____

Pupil's Name_____

Home Room_____

—3 Vascillating ()	—2 Goes with a crowd ()	—3 Uncertain ()	I Purposeful- ness	+1 Takes a definite stand ()	+2 Stands firm in principle ()	+3 Determin Unyieldin ()
—3 Muddle head ()	—2 Complains Has no plan ()	—3 Works only when watched ()	II Studious- ness	+1 Works alone ()	+2 Has a definite plan ()	+3 Creativ effort ()
—3 Idler Loafer ()	—2 Procras- tinator ()	—1 Does not know use of time ()	III Use of Leisure	+1 Knows value of time ()	+2 Wise recreations ()	+3 Highest pursuit ()
—3 Egoist ()	—2 Assertive ()	—1 Over estimates self ()	IV Self discovery	+1 Realizes short- comings ()	+2 Appreciates own ability ()	+3 Better self dominat ()
—3 Profane vulgar ()	—2 Not con- scientious about profanity ()	—1 Uses slang ()	V Language	+1 Careful in word ()	+2 Good talk habitual ()	+3 Enjoys pure speech ()
—3 Perverted vulgar ()	—2 Cheap sensuous ()	—1 Indifferent ()	VI Refinement	+1 Tasteful ()	+2 Enjoys art and beauty ()	+3 Devoted art and beauty ()
—3 Unreliable No reason ()	—2 Superstitious Doesn't think ()	—1 Liable to bad choice ()	VII Apprecia- tion of the truth ()	+1 Sees right usually ()	+2 Thinks out problems ()	+1 Relia logic reason ()
—3 No sense of beauty ()	—2 Does not care for beauty ()	—1 Liable to bad choice ()	VIII Appreciation of the beautiful	+1 Fairly tasteful ()	+2 Can choose art and beauty ()	+3 Loves beauty ()

Self Analysis Score_____

Teacher Rating Score_____

CITIZENSHIP RECORD

LEADERSHIP

Date-----

Student's Name-----

Home Room-----

+3 Depends on others ()	-2 Cannot mend own ways ()	-1 Needs some help ()	I Self reliance	+1 Works alone at times ()	+2 Uses head always ()	+3 Possesses initiative ()
+3 Cannot plan ()	-2 Narrow views ()	-1 No sense of relationships ()	II Organization ()	+1 Sees relation- ships ()	+2 Uses law of cause and effect ()	+3 Organizes others ()
+3 Wavering Irresolute ()	-2 Goes with crowd ()	-1 Changes mind easily ()	III Depend- ability	+1 Usually reliable ()	+2 Can be counted upon ()	+1 Does duty when it hurts ()
+3 Unreliable ()	-2 Jumps at conclusions ()	-1 Sometimes good ()	IV Judgement	+1 Usually decides right ()	+2 Thinks out problems ()	+3 Reliable always ()
+3 Slovenly dirty ()	-2 Slouchy careless ()	-1 Listless unnatural ()	V Appearance	+1 Natural clean ()	+2 Pleasing tasteful ()	+3 At perfect ease immaculate ()
+3 Slipshod no energy ()	-2 Tries to get by ()	-1 Slights work no organization ()	VI Force- fulness	+1 Usually works well ()	+2 Conscien- tious Dependable ()	+3 Drives on to perfection ()
+3 Entirely dependent ()	-2 Cannot use head ()	-1 Cannot work with- out help ()	VII Initiative ()	+1 Usually thinks for self ()	+2 Finds best way ()	+3 Sees what to do and does it ()
+3 Helplessly inefficient ()	-2 Sluggish half- hearted ()	-1 Drags through daily tasks ()	VIII Vitality ()	+1 Works in matter of fact way ()	+2 Alert enthusi- astic ()	+3 Exuberant and full of pep ()

SERVICE

Date_____

Pupil's Name_____

Home Room_____

—3 Tears down social measures ()	—2 Places self before others ()	—1 Indifferent to social demands ()	I Citizenship ()	+1 Motivated by social demands ()	+2 Plans for community ()	+3 Devoted to other welfare ()
—3 Surlly Insulting ()	—2 Boorish rude ()	—1 Careless of others ()	II Sociability	+1 Well behaved mannerly ()	+2 Winning affable ()	+3 Fine mixer considera ()
—3 Gets angry when teased ()	—2 Likes to play prac- tical jokes ()	—1 Doesn't care for humor ()	III Humor	+1 Apprecia- tion good jokes ()	+2 Enjoys joking ()	+3 Keen appi- cation best hum ()
—3 Mean over- bearing ()	—2 Disagreeable boorish ()	—1 Disrespect- ful to relatives ()	IV Family relation-	+1 Pleasant Agreeable ()	+2 Respectful Helpful ()	+3 Loves and serv others ()
—3 Never saves Wastes ()	—2 Spends foolishly ()	—1 Does not try to earn ()	V Compensation	+1 Earns money every chance ()	+2 Has saving account ()	+3 Spends most wisely ()
—3 Cruel Unfeeling ()	—2 Hurts playmates and pets ()	—1 Rough Thoughtless ()	—VI Kindness	+1 Careful of others ()	+2 Gentle and sympathetic ()	+3 Prefers suffering hurting others ()
—3 Cannot invent a thought ()	—2 Dull never uses talents ()	—1 Hard to see anything ()	VII Vision	+1 Can supply detailed facts ()	+2 Formulates projects ()	+3 Invent creat ()
—3 Lazy Shuns effort ()	—2 Resists organiza- tion ()	—1 No initiative ()	VIII Creative- ness	+1 Some initiative ()	+2 Invents new processes ()	+3 Loses in origi- and achieve ()

large
chapte

A METHOD OF CHOOSING MEMBERS OF THE NATIONAL HONOR SOCIETY*

It was reported that much of the difficulty in the rating of a student was caused by a teacher not remembering him. This was not so pronounced in the very small schools as in those schools with an enrollment of over five hundred.

Another difficulty reported was the failure of teachers to take time to evaluate each student in each trait. This was particularly true in schools where character, leadership, and service had about ten sub-attributes and a teacher was asked to rate each student in every attribute.

In the small school as well as in the large, I do not believe that we should attempt to make very minute distinctions between pupils. It will, as is evidenced in questionnaire responses, raise a question as to scorer's judgment. It was not the intention of the founders of this society, I am sure, to demand such accurate evaluation. Their purpose was to insist that a student have a more rounded life with scholarship as the main objective in order to avoid putting such a premium on scholarship that other interests were sacrificed. If a pupil is normal or above in other traits and excels in scholarship he is the type that was intended to be honored.

The best we can do is to approach objectivity. I see no way of making positively objective such highly subjective traits as leadership, character, and service. The plan I recommend to submit to the various chapters for their considerations is as follows:

1. Each teacher be supplied with a list of attributes for character, leadership, and service, such as is shown in the form below.
2. At the expiration of about the twelfth week of each semester starting with the 11 B semester, each student be rated in character, leadership, and service by all the teachers with whom he has contact. Grading a pupil at this time of each semester will cause the mark given to be more valid indication of the teacher's opinion of the pupil than if he were

*Preliminary report by James J. Kasparek, sponsor of a chapter in a large high school. This report is based on questionnaire return sent in by chapters.

graded sometime later when the teacher attempts to recall a semester or two back. These ratings should be made on the "five-point scale" from the highest to the lowest, as follows:

Highest	Above average	Average	Below Average	Lowest
5	4	3	2	1

3. A special marking day should be set aside for this for a dual purpose: (1) To pronounce the importance of excellence in these traits to the pupils, and (2) To impress the teacher involved of the necessity of accurate rating of each pupil.

4. Do not have too many items on the score sheet. Teachers will be apt to be hurried and give less judgment to each item than if one composite opinion were requested.

Samples of printed forms to use for these follow.

After the grades are entered how should we select those who are eligible for candidacy? Let us say a student was rated by five teachers and his marks for leadership were 5, 5, 4, 3, 3. It is plainly seen that the first three teachers saw some outstanding traits of leadership in this pupil whereas teachers four and five found him to be average. If an average be made of these opinions this particular pupil's rank of leadership will be 4, or above average.

I suggest that all those who are average or above in each trait be entitled to membership provided they have shown suitable proficiency in scholarship.

I should be inclined to consider this balancing of ratings as decidedly fair to the pupil. Should a boy be so unfortunate as to have difficulties with one teacher and not with any other he would not have to bear forever the hatred of the school and this particular teacher for denying him an honor he feels due him. If, however, he is of such poor calibre that many teachers find him lacking, his average grade will not meet the qualifications necessary for candidacy to the society.

1. L
2. P
3. C
4. C
5. U

1. D
2. D
3. S
4. C
5. E

1. W
2. W

REPORT CARD

To be a candidate for the National Honor Society one must excel in Character, Leadership, and Service.

[illegible]**CHARACTER:**

1. Meets individual pledges and responsibilities promptly to school and teachers.
2. Demonstrates highest standards of attitude toward honesty and reliability.
3. Constantly demonstrates desirable qualities of personality, (cheerfulness, friendliness, neatness, poise, and stability)
4. Cooperates by complying with school regulations (follows regulations concerning books, property, program, office, halls, and lockers).
5. Upholds principals of morality and ethics.

LEADERSHIP:

1. Demonstrates leadership in classroom or home room.
2. Demonstrates leadership in promoting school activities.
3. Successfully holds school offices or positions of responsibility.
4. Contributes ideas which improve civic life of the school.
5. Exerts type of leadership which directly influences others for good.

SERVICE:

1. Willingness to render any service to the school when called upon.
2. Willingness to do committee or staff work.

3. Readiness to show courtesy by assisting teachers, visitors, and students.
4. Willingness to represent school in interclass or interschool competition.
5. Willingness to render worthwhile service to the school, to the community.

This is the type of card I recommend be used for the recording of grades in character, leadership, and service by the various teachers with whom a pupil has contact. From this record an average can be made from each trait. I would start using this card in the 11 B semester.

If, at the end of the 11 A semester, a pupil is average or above in all traits I would consider him eligible for the society and, further, if his scholarship meets the requirements he should be elected.

If at any time before graduation he fails to maintain this standing he should be dropped from membership.

TEACHER'S RECORD

Semester _____ Year 19____ to Year 19____

Teacher_____

CHARACTER:

1. Meets individual pledges and responsibilities promptly to school and teachers.
2. Demonstrates highest standards of attitude toward honesty and reliability.
3. Constantly demonstrates desirable qualities of personality, (cheerfulness, friendliness, neatness, poise, stability).
4. Cooperates by complying with school regulations.

LEADERSHIP:

1. Demonstrates leadership in class room or home room.
2. Demonstrates leadership in promoting school activities.
3. Successfully holds school offices or positions of responsibility.
4. Contributes ideas which improve civic life of the school.
5. Exerts type of leadership which directly influences others for good.

SERVICE:

1. Willingness to render any service to the school when called upon.
2. Willingness to do committee or staff work.
3. Readiness to show courtesy by assisting teachers, visitors, and students.
4. Willingness to represent school in interclass or interschool competition.
5. Willingness to render worthwhile service to the school, to the community.

[illegible]

(Space for more names on reverse side)

This form is to be used by the teachers for recording their opinions of the pupils whom they teach or sponsor in clubs. From this record the grades are transferred to a report card.

ONE METHOD OF ELECTING TO THE NATIONAL HONOR SOCIETY

IMOGENE KEENE GILES

In one of our large high schools, we faced the problem of electing members to the National Honor Society. For a number of years, it was my duty to serve as the chairman of the faculty committee appointed to solve this problem. The committee consisted of two men and two women. Through the years our plan of procedure has gradually developed so that now it can be described as a series of six steps:

I. A list was made in the office of all eligible seniors, i.e., of the third of the class who had received the highest grades. Copies of this list, alphabetically arranged, were posted in the office to be examined exclusively by teachers.

II. Communications from the committee were sent to the teachers asking:

First, that they copy from the lists the names of all pupils with whom they were acquainted.

Second, that they obtain from the office blanks on which to record their votes.

Third, that they fill out a blank for every pupil of whom they had classroom or other acquaintance.

A definite date was given for turning in the votes to a member of the committee. The blank was in the following form:

Name of pupil	
Character	<input type="checkbox"/> Service <input type="checkbox"/>
Scholarship	<input type="checkbox"/> Leadership <input type="checkbox"/>
I recommend this pupil I do not recommend this pupil (Draw a line through the one not meant.)	
Signed.....	

In the small oblong the pupil was to be graded, E (excellent), G (good), F (fair), or P (poor), according to the teacher's estimate of him in regard to the characteristic named in the large oblong. The large oblong was for comments. The

space below the characteristics was used to record activities engaged in by the pupil. The teacher voted for or against recommendation by crossing out one of the statements.

III. Since each vote was signed, it was easy to check a list of all the teachers' names and to make an appeal to those who had not voted. Within a few days the committee had an expression from each member of the faculty.

IV. We obtained from the board of editors of the school annual records for the extra-curriculum activities of all seniors.

V. A tentative list of likely pupils was made according to the number of favorable votes cast for each.

VI. In choosing the actual members, we were obliged to take into account, not only the number of favorable votes cast, but the grades and comments given under each requirement, the actual activities on record, and the scholarship rank in the class. The committee spent much time in changing the probable list into a definite list. The same procedure (*mutatis mutandis*) was followed in choosing members from the junior class.

Two other considerations we have felt it wise to add. We obtained from the office records the I Q of each candidate. Experience taught us to allow this to influence our final decision, for the I Q record gave the committee additional assurance that the pupil was of college calibre. Thus a pupil was elected to the Honor Society, and for that reason alone, parents who could ill afford it made every sacrifice to send him to college.

Probably on account of temperamental difference, there are likely to be more girls than boys chosen in such an election. The result is that more and more boys lose their interest in the organization. It seems to them too much like a girls' society. For this reason, in drawing up our final list, we made the number of girls and boys equal. This we have felt was a wise stipulation, for year by year we have found more and more boys on the eligible list.

We are convinced that there is no easy way of doing this work. Mathematical schemes do not seem fair. The judgments of the teachers in regard to the four requirements for election must be carefully weighed, much as a judge or jury weigh evidence in a trial, but after considering all the evidence procured as above, we found we made very few mistakes.

RITUALS OF INDUCTION

Since the beginning of the National Honor Society one of the best means of making all the pupils of the school aware of the primary aims of the Society, namely scholarship, character, leadership, and service, has been to stage impressive rituals of induction. The creative ability and originality of various members of the Society have been shown in many manuscripts of induction ceremonies which have been sent to the National Council. One of the first problems of the Society was that of deciding whether to adopt a standard ritual of induction. This was not found advisable since independence of action was one of the Society's earliest tenets. The following rituals of induction are offered to the chapters as models of what might be done. It is hoped that each chapter will develop an impressive ceremony best suited to its own needs.

RITUAL OF INDUCTION INTO THE NATIONAL HONOR SOCIETY

Phillips High School, Birmingham, Alabama

(The curtain rises to soft music, revealing on the center of the stage a large gilded replica of the Honor Society emblem. Four figures representing Scholarship, Leadership, Character, and Service, dressed in robes of gold, purple, white, and red, respectively stand in pose about the symbol. Two heralds, appropriately garbed, announce with a bugle call, the Spirit of the Honor Society who is dressed in red and white, and holds a burning torch).

Spirit of the Honor Society:

I am the spirit of the Honor Society:
The flame of my ideals
Has lead men to aspire
To sublime heights
And spurred them on to rich endeavors.
Thru ages many have I breathed into their souls
The pureness of my passion

For the good, the noble, and the true.
To-day I represent the principles
Upon which schools are founded
The mighty ends
Toward which they strive.
My emblem is the keystone
Which, like the builder, do I fit
Into the perfect arch of Education
To hold it firm and ever true
To the high aims of Life.
I forward bear the flaming torch,
The symbol of my purpose
To bring the gleaming light of Truth
Into the shadows of the world—
Lighting the altars of Youth
With the pure fires of Idealism,
The followers of my torch
By visions of my noble aims inspired,
Shall ever strive to reach
The four sublime and lofty goals
To which I lead.
Come forth, beings four
Who form my very essence—
Come, and now proclaim unto the world
Your missions.
Scholarship, you first—

Scholarship: (Dressed in gold)

I have been the impelling power
Of noble minds in ages past,
Who searched for truth in all its forms,
And with their golden stores
Of knowledge,
Enriched the lives of men,
Dispelled the poverty of ignorance.
I am the inspiration of the present
That ever bids the minds of youth
To delve with earnest purpose
Into the riches of Man's learning—
And thence to add
Some treasure of their own discovery
For the ennobling of the Future.

Spirit of the Honor Society:

And you, O Leadership—

Leadership: (Dressed in purple)

I am the power of personality
That, with the earnest energy
Of an inspired purpose,
Blazes the new and upward paths
Of Progress.
I set my seal upon the great,
Who, in Statecraft, Art, or Science,
Or in any field of high endeavor
Have bettered the thoughts and deeds of men.
To-day I sound my challenge clear
To you, the vanguard of the Future:
Call forth the noble forces of your race,
And lead them from the dark
Into the light of day—
Their day of Destiny.

Spirit of the Honor Society:

Come, speak, O Character—

Character: (Dressed in white)

I am that firm integrity
Of Character,
That comes like tempered steel—
Hammered, burned, refined,
From the glowing forge of Life.
I am the priceless total
Of all true attempts:
The growth of heart and mind
And soul
O'er countless narrow bounds.
More than reputation,
Greater than career.
I stand, a shining beacon,
Enduring to eternity,
Who beckon men to build
On high and solid rock
The dwellings of their souls.

Spirit of the Honor Society:

And you, O Service
Speak—

Service: (Dressed in red)

I symbolize the altar
Of altruism
By which the richest blessings
From the gods to men
Have been given.
I form the end and aim
Of school and life;
The noblest purpose which inspires the acts of men:
The highest calling to which they have listened
Rapt, and heeded.
Lifted from the planes of selfish labor,
Lay your offerings
On my altars—
Ennoble thus the gift, however small,
And thus enrich the race of men.

Spirit of the Honor Society:

And now I call into my train
The students who have proved
Their true desire for noble things
By past attempts and past achievements.

(New members file in, carrying lighted candles). Music begins. Stop when all members on stage—

Herald, call out the names of those
Who have attained this honor
Which I now bestow.

(Herald reads names from scroll)

I welcome you, O followers of my torch,
Into this fellowship.
Keep bright the flame of high ideals
And carry forth into the world
The light of wisdom and the light of truth.
(Curtain to soft music).

RITUAL OF INDUCTION OF THE NATIONAL HONOR SOCIETY

George Washington High School, Indianapolis, Indiana

- | | |
|---------------------------------|----------------|
| 1. Regent of Honor..... | White and gold |
| 2. Principal..... | Cap and gown |
| 3. Torch Bearer of Honor..... | Blue and gold |
| 4. Herald..... | Blue and gold |
| 5. Scholarship..... | Gold |
| 6. Service..... | Red |
| 7. Leadership..... | Purple |
| 8. Character..... | White |
| 9. Assistants to Principal..... | Cap and gown |

Properties

1. Curtains
 - a. Center—Black
 - b. Sides—Bright
2. National pin—center
3. Platform and desk for symbols
(Black covering)
4. Throne for N. H. S.
 - a. Platform covered with black
 - b. Chair of gold.
5. Torch
 - a. Canned heat
 - b. Salt
6. Casket of gold for pins of new members.
7. Scrolls for Symbols and Principal.

March softly played; from center entrance of auditorium, herald sounds call, curtains part and music becomes more distinct as Torch Bearer and Herald lead the initiates to the stage center where their leaders turn to the right and arrange in a semi-circle in two or more lines. The Regent, (white and gold, colors of the National Honor Society), symbols, and Principal are already in their places. Herald steps forward, sounds call and again takes his place. Torch bearer steps forward and addresses himself to Principal.

Torch Bearer: In the name of the faculty of George Washington High School, in the city of Indianapolis, in the

Yout

State of Indiana, in these United States, I bring you a gift to present to the Regent of Honor—this procession of youth.

Principal: (to torch Bearer) I thank you for the joy I have in such a pleasant service. (Turning to Regent of Honor) Regent of Honor; we offer you, as ruler of the National Honor Society, these chosen ones to help you uphold your high and noble standards.

Regent of Honor: Principal of George Washington High School, I thank you. From institutions such as yours, this National Honor Society is kept alive and active. Instruct your youth in the meaning of this Society and the worth of this occasion.

Principal: Youth of George Washington High School—our youth—no honor conferred by this school excels that embodied in this Society. It represents the fundamental objectives for which schools are instituted and gives recognition to those who have attained most nearly the desired ends. Throughout history, man has recognized the value of such distinction and in one way or another has marked for special honor those who excel. Ancient and medieval universities established their honor societies. In modern times, many honors at the disposal of the school are only partial, in the sense that they recognize specialized ability, skill, or talent, but this Society looks upon education as a total product measured by the four dimensions of life. In your election to this society, the Faculty is honoring you for attainments already made and for the promise they contain of a continued excellence in the cherished ideals of this school.

The constitution of this national organization recognizes four cardinal objectives as fundamental in all educational practice: Scholarship, Character, Leadership, Service. To exalt these objectives and hold them ever before the school as goals toward which all should strive, is the purpose of this Society. We seek nothing for ourselves beyond the strengthening of our own resolves through the bond of union which this Chapter establishes. Our aim shall be to hold before the school scholarly habits, to engage in worthy service, and to lead forward in all things that shall advance the welfare of the school. (Steps back.)

Regent of Honor: (to Principal). Well spoken. (To Youth). Attend a moment, Youth; the emblem of this Society

is the keystone and the flaming torch you see here before you. Herald, call these symbols to speak that all may know their meaning.

Herald: (Steps forward. Sounds call.)

Torch Bearer: (Steps forward, bows to regent, turns slightly toward initiates). The torch (raising it on high) has from the earliest times been the emblem of knowledge. Un-lighted, it has no power to lead and guide; with the touch of a match it is changed into a vital and beautiful flame. Just so the knowledge, the wisdom, the inspiration, that lie buried in the great treasure stores of books or hidden in the minds of men, are valueless until by faithful study we unlock these treasure houses and make them give up their stores for the use of men. As the Indian of long ago lighted his torch to guide him into dark places, so all men who seek truth must light the torch of knowledge. That you have come following this lighted torch gives you a serious responsibility. This flame must never grow dim, but must grow brighter and brighter. Bear the torch ever, not as a symbol of accomplishment, but as a golden spur to urge you ever onward. Our motto is "Light is the Symbol of Truth." (Steps back into place.)

Herald: (Sounds call.)

Warden of Scholarship: (Steps forward). Scholarship is the great goal of your high-school endeavors. It is symbolized on our shield by the open book and in our ritual by the color of gold. Knowledge is one great element in life which leads to the highest success. Your high school is the fountain-head of useful knowledge. The opportunity for scholarship is within your reach, but he, who would attain it must make an effort equal to the blessing it bestows. Scholarship has to do with the present, as well as the past. It is the scholar who has magnified the unseen things for the world and set them free for the service of humanity. This is the heritage the great scholars of the past have left to you. May you do your part and thus come into possession of wisdom and useful knowledge. May you, too, catch a vision and reveal it to mankind. Go forth to carry the golden treasure of knowledge into your service and your leadership.

Herald: (Sounds call.)

Warden of Service: (steps forward). My office is Service and my symbol is the flag. The color of my station, red, symbolizes the unselfish courage which gives itself to the service of the Nation, the school, and the individual. Service to others gives us the highest form of happiness in this world. To aid those in need, to help ease the pain of the world, to be a friend to the friendless is the aim of the unselfish. Selfishness is the great sin of the world. Grasping, miserly selfishness always paralyzes enjoyment. The cure for selfishness is service to others. Nature shows us the way. The flower does not live for itself; the tree is hung with apple blossoms for a day; to-morrow they have lost their hold on the tree and are scattered over the ground in order that the fruit may grow. The fruit decays that the seed may be released; the seed, in turn, give up its life that the tree may grow. What a glorious lesson is this life for life, the old dying for the young. Every tree in the orchard, every grain stalk in the field, every dusty weed by the roadside, living for others. Go forward in life, then, remembering that service for others is essential in the noblest development.

Herald: (Steps forward and sounds call.)

Warden, Character: (steps forward). Character is symbolized by the Spirit of the Pioneers. The color of my station is white, symbolic of strength of mind, resoluteness, independence and that endurance necessary in choosing the principals and motives that control one's life. Character is more than reputation; it is greater than career, it is a man's best capital. It is the making of a life. It is measured not alone by words and deeds, but quite as much by what you are when you are alone with your thoughts. Great ability alone may make a man a pirate; honors may make him vain, but character will make him as rich as the universe of worlds. The richest financial magnate may go into eternity a paupered spirit. You cannot dream yourself into a character. You must hammer and forge one for yourself. Keep this goal ever before you. To become a living example of a noble soul so uplifting to mind and heart that you will be a constant inspiration. This is the service of character to humanity.

Herald: (Sounds call.)

Warden, Leadership: It is my mission to teach the lessons of leadership by which the blessings of scholarship and

character may be made effective in the service of the world. The color of my station is purple, chosen by the leaders of all time. The power to lead others in the way of better things is a wonderful heritage, and to him who uses this great gift the world gives full measure of honor and glory. The call to leadership is being sounded to-day in every land. The need is greater than ever before.

We look to you who have shown leadership in your high school to continue an aggressive fight for the right. A leader of worth is able to say "yes" or "no" at the right time. He realizes that purity is strength not weakness. He knows that patience "suffereth long and is kind"; generosity "envieth not"; humility "vaunteth not itself, is not puffed up"; courtesy doth not "behave itself unseemly; unselfishness "seeketh not her own." Good temper "is not easily provoked." Guilelessness "thinketh no evil"; sincerity "rejoiceth in the truth." He knows that courage begets confidence; confidence begets poise and thus it is that the self-mastered man becomes a master of men.

Regent of Honor: Youth, may these words ring in your ears; may their meaning be indelibly written in your hearts so that you may go forth into the world to be, to know, to serve, to lead for good. (Turning to Principal) Now that the candidates understand these symbols, will you administer the pledge?

Principal: I will. (Steps forward and receives torch from Torch Bearer, holds it aloft in right hand.) Raise your right hand and repeat after me/ I pledge myself to uphold/ the high purpose of this Society/ to which I have been elected/ striving in every way by word and deed/ to make its ideals/ the ideals of my school.

NATIONAL HONOR SOCIETY RITUAL FOR INDUCTION

Hammonton High School, Hammonton, New Jersey
First Used April 17, 1936

Stage Setting:

A stained glass window upstage, with society emblem as center of window. Lectern before window. Palms forming

sides D.R. and D.L. of a hollow square. Use flowers if possible, to left and right of window. Candelabra holding candles (lit for members, unlighted for new members.)

President and Principal U. R. C. with other officers to sides and members along lines of hollow square.

Curtains closed during sponsors' speech.

All members dressed in black scholastic gowns.

After curtains open, president's greeting or opening address.

President's address:

On behalf of the Hammonton Chapter of the National Honor Society, I feel it an honor to have the privilege of welcoming those people who have qualified as candidates for membership in our society. No honor conferred by the school excels that represented by this society for it represents the fundamental objectives for which schools are instituted and gives recognition to those who have most nearly attained these objectives. From ancient times to the present day there have been societies whose purpose has been to confer honor on those individuals who most nearly represent that ideal of education, all around abilities or skills. In your election to this society the Faculty is honoring you for deeds already accomplished and the promise you hold of continued excellence in the ideals of our school and of education in general.

Vice-President steps forward:

The emblem of this society is the keystone and the flaming torch. The keystone bears at its base the letters S, L, C, and S, which stand for the four cardinal principles of this organization:

1. Scholarship:
(A member recites Proverbs 3:13-18)
2. Leadership:
(A member recites E. R. Sills' "Opportunity")
3. Character:
(A member recites Kipling's "If")
4. Service:
(A member recites Leigh Hunt's "Abou Ben Adhem")

Vice-President concludes:

As the keystone is placed by the builder to hold the perfect arch in perpetual stability, so the structure of our education must be held firm and true by the virtues represented in this symbol.

President steps forward:

As their names are called, will the candidates please come forward to the stage. (Stop all applause.) Each old member calls a new member (except the president) and places him to his right, still keeping sides of hollow square intact and so that old members are on ends of sides. If old member is on the right of the stage, he places the new member to his left.

(After all new members are on the stage, president steps forward and presents candidates to Principal.)

President:

(Principal), I feel it an honor to present to you as candidates for membership in the National Honor Society, these students who ranked highest in their respective classes.

Principal's acceptance here:

After principal's speech of acceptance, a member steps forward for candle lighting ceremony.

Member:

The flaming torch is symbolical of our purpose to bear forward the searching light of truth, to lead that others may follow in the light, to keep burning in our school a high ambition for the enduring values of life and to serve with unselfish loyalty to truth and honor. Thus it is fitting that our motto is: "Light is the symbol of truth."

As she speaks words of motto, old members take their lighted candles and three unlighted ones for each of new members, give them their candles and light them. After all candles have been lit, President steps forward to administer oath.

President:

New members will raise candles in right hand and repeat pledge after me:

"I pledge myself to uphold the high purpose of this society to which I have been elected, striving in every way by word and deed to make its ideals the ideals of my school and of my life."

After pledge member steps forward to explain colors and prepare for giving of colors.

Members:

Our colors, blue and gold, are symbolical of our motto. Blue is the symbol of truth and gold is the light with which truth radiates through the world. (Then she turns to members). Each new member will step to the lectern to sign the register and to receive his colors.

Old member leads his new member and pins colors on them, which will be in box on the lectern. Start on ends. (This will be done by starting end group left, then end group right alternating sides until all have signed and received colors. Music to be played.) Replace candles before signing.

President will step forward and make any announcements to new members.

(Curtain falls.)

INDUCTION SERVICE OF THE NATIONAL HONOR SOCIETY

Liberty High School, Liberty, Missouri

Explanation:

The new members are inducted into the society by the active president, the Principal, and four active members representing Service, Character, Leadership, and Scholarship.

The members all wear choir robes or other academic garb. Each carries an unlighted candle.

There are candelabra on tables at opposite sides of the stage. A large lattice arch, capped by a keystone representing the Honor Society pin, in the center of the stage. It is flanked on either side by a white picket fence behind which is a row of chairs for the candidates.

Curtain rises—Stage is empty—Service enters from down left, lights candles at A and B and stops at position S. Scholarship enters down right followed by Leadership and Character. As they pass by, Service lights their candles. President enters up right, followed by candidates. She comes through the arch while the candidates continue on behind the left wing of fence. She pauses for Service to light her candle and takes position behind table B.

President: The candidates may be seated. (Pause). In the year 1928 the Liberty High School received a charter to institute its own chapter of the National Honor Society. Since that time — members chosen by a highly selective process have been admitted to its ranks. The names of these people are inscribed on the scroll which you see before you. Let the scroll be unrolled.

(The sponsor, possibly assisted by Service, unrolls the scroll and adjusts it for signing).

President continues:

These are the names and signatures of young men and women who are constantly endeavoring to uphold the high ideals of this society, ideals that have been summed up in four attributes.

Scholarship recites:

"Blessed is the man that findeth wisdom and is rich in understanding; the purchasing thereof is better than the merchandise of silver, and her fruit than the chiefest and purest of gold. She is more precious than all riches, and all the things that are desired are not to be compared with her. Length of days is in her right hand, and in her left hand riches and glory. Her ways are beautiful ways, and all her paths are peaceable. She is the tree of life to them that lay hold on her; and he that shall retain her is blessed."

President: Service—

Service recites:

"Abou Ben Adhem (May his tribe increase!)

Awoke one night from a deep dream of peace,

And saw within the moonlight of his room,

Making it rich, and like a lily in bloom,

An angel writing in a book of gold.

Exceeding peace had made Ben Adhem bold,

And to the presence in the room he said,

'What writest thou?' The vision raised its head,

And with a look made all of sweet accord,

Answered, 'The names of those who love the Lord.'

'And is mine one?' said Abou. 'Nay, not so,'

Replied the angel. Abou spoke more low,

But cheerily still; and said, 'I pray thee, then,

Write me as one that loves his fellow men.'

The angel wrote, and vanished. The next night

It came again with a great awakening light,
And showed the names whom love of God had blessed,—
And low! Ben Adhem's name led all the rest!"

President: Leadership—

Leadership recites:

"This I beheld, or dreamed it in a dream:—
There spread a cloud of dust along a plain;
And underneath the cloud, or in it, raged
A furious battle, and men yelled, and swords
Shocked upon swords and shields. A prince's banner
Wavered, then staggered backward, hemmed by foes.
A craven hung along the battle's edge,
And thought, 'Had I a sword of keener steel—
That blue blade that the king's son bears,—but this
Blunt thing—!' he snapt, and flung it from his hand,
And lowering crept away and left the field.
Then came the king's son, wounded, sore bestead,
And weaponless, and saw the broken sword,
Hilt-buried in the dry and trodden sand,
And ran and snatched it, and with battle-shout
Lifted afresh he hewed his enemy down,
And saved a great cause that heroic day."

President: Character—

Character recites:

"If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:

"If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two imposters just the same:

"If you can talk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:

"If you can fill the unforgiving minute
With sixty seconds' worth of distance run
Yours is the earth and everything that's in it
And—which is more—you'll be a man, my son."

Principal now speaks. (Informal remarks.)

President: The candidates will rise. (they rise). You will come through the arch to be pledged and have your candles lighted by Character and Leadership. (The candidates come through the arch each waiting for his candle to be lighted. They form a semicircle from A to B.)

President: You will repeat the pledge.

"I pledge myself to uphold/
The high purpose of this society/
to which I have been elected/
striving in every way/
by word and deed/
to make its ideals/
the ideals of my school/
and of my life."

President: You will now sign the scroll and proceed to the principal of our school to receive your pins.

(The candidates sign the scroll and cross slowly over to A. The Principal announces their respective names, after he adjusts the pins. The semicircle reforms.)

RITUAL OF INDUCTION

Troy, Ohio

At the center of the stage is an arch about 8 feet 6 inches high, the opening of which is about 6 feet 6 inches high, or tall enough for the students to pass under it. It is about 4 feet wide. If it is possible to have it so, there is a burning torch in the center of the replica of the National Honor Society pin, which is designed in the center of the arch to form the keystone.

When the curtain rises upon a darkened stage, a tableau is revealed. At either side of the arch are standing respectively the four figures CHARACTER, SCHOLARSHIP,

LEADERSHIP, and SERVICE, two on each side. The Color Bearer as Torch Bearer stands a little back of the opening of the arch.

Scholarship and Leadership are dressed in academic gowns, and Character and Service wear robes of blue and pink with silver gowns. Each of these figures holds a lighted torch, while the torch bearer holds an unlighted torch tied with the colors of the society, blue and yellow.

Then to soft music—a march—from behind the wings at each side of the stage, the members of the society, each carrying an unlighted torch, file upon the stage; they pass underneath the arch to the other side, the two lines crossing beneath the arch. Those elected to the society in November cross to the left corner of the stage. Those elected to membership in March cross to the right corner of the stage led by the Principal, and both lines remain standing in diagonal lines extending from the arch to the corners of the stage.

Then the tableau comes to life and each of the symbolic figures, in turn, wakes from his statue-like pose, advances to the center front of the stage and recites his part of the ritual, dropping back a step or two after his speech is given.

Scholarship:

"Wisdom is the principal thing; therefore get wisdom, and with thy wisdom get understanding." (Prov. IV:7.)

"I shall study and get ready and perhaps some day my chance will come." (Abraham Lincoln.)

"Yet gifts should prove their use;
I own the Past profuse
Of power each side, perfection every turn;
Eyes, ears took in their dole,
Brain treasured up the whole;
Should not the heart beat once
'How good to live and learn?' "
(Browning—"Rabbi Ben Ezra.")

Leadership:

"He who would be greatest among you must be servant of all." (Matt. XX:28.)

"Who if he rise to station of command,
Rises by open means; and there will stand

On honorable terms, or else retire,
And in himself possess his own desire;
Who comprehends his trust, and to the same
Keeps faithful with a singleness of aim.
Whose powers shed round him in the common strife,
Or mild concerns of ordinary life,
A constant influence, a peculiar grace;
Or if an unexpected call succeed,
Come when it will, is equal to the need;
Who not content with former worth stand fast,
Looks forward, persevering to the last,
From well to better, daily self-surpast."
(Wordsworth—Character of the Happy Warrior.)

Service:

"Not what we give but what we share,
For the gift without the giver is bare;
Who gives himself with his alms
Feeds three—himself, his hungering neighbor, and Me."
(Lowell—Vision of Sir Launfal.)

"I regret that I have but one life to give for my country." (Nathan Hale.)

"Lord help us live from day to day
In such a self-forgetful way,
That even when we kneel and pray,
Our prayer shall be for Others.

"Help us in all the work we do
To ever be sincere and true,
And know that what we'd do for you
Must needs be done for Others.

"Others, Lord, yes Others—
Let this our motto be.
Help us to live for Others
That we might live like Thee."

Character:

"Honor and shame from no condition rise,
Act well your part; there all the honor lies."
(Pope.)

"True worth is in being, not seeming
In doing each day that goes by
Some little good;
Not in the dreaming of great things to do by and by,
For whatever men say in their blindness,
In spite of the fancies of youth,
There's nothing so kingly as kindness
And nothing so royal as truth."

(Carey.)

All:

"Four things a man must learn to do
If he would make his record true;

Scholarship:

To think without confusion clearly,

Service:

To love his fellow-men sincerely,

Leadership:

To act from honest motives purely

Character:

And trust in God and heaven securely."

(Van Dyke.)

Now, the four, facing one another and holding their torches high, form a double arch at the center of the stage.

Music again. The Color Bearer approaches from back of stage. He removes the torch from pedestal which is unlighted and is tied with blue and gold ribbons. He passes under arch formed by tableau group, pauses a moment to receive a light for his own torch and then advances to front of stage where he speaks as follows:

In my hand I bear our colors,
Rich with meaning that we love
For they're from the sunlight golden
And the clear blue sky above.
To each one the Blue says kindly
"To yourself above all, be true,"
And the gold of the sun whispers warmly
"To all others give freely their due."
So from this torch of flaming gold
I'm sharing with you a light

That wherever men are in darkness
They may see by your radiance bright.

The two lines which have been standing almost at right angles come together in a parallel line. Torch Bearer lights their candles. Then the initiates take positions as before. Torch Bearer takes position in front of arch. He, together with the initiates, repeats the following lines:

"I would be true, for there are those who trust me;
I would be pure, for there are those who care.
I would be strong, for there is much to suffer;
I would be brave for there is much to dare.
I would be friend to all, the foe, the friendless;
I would be giving, and forget the gift.
I would be humble, for I know my weakness:
I would look up, and love, and laugh, and lift."

Torch Bearer:

Just before the pledge is taken
We only wish your names to mention
For upon you now we would bestow
The highest honor that we know.

As Torch Bearer pronounces the names of the newly elected members, beginning with the one next to Character in the tableau group, the pins are presented to them by the principal of the high school. Then the pledge is repeated by the candidates after him in a ritualistic manner, line by line, as they hold their torches high:

While pianist plays music of "I Would Be True" (Sociability Songs published by Rodeheaver Co. 28 East Jackson Blvd., Chicago, Ill., and found also in many church hymnals), the initiates followed by tableau group pass from the stage in two lines to right and left.

The torch bearer remains on stage until others are off and until curtain is drawn.

Curtain

RITUAL FOR INDUCTION INTO NATIONAL HONOR SOCIETY

Hibbing High School, Hibbing, Minnesota

Herald—(in costume of blue and gold satin) carries trumpet bearing white satin banner on which is the gold flaming torch on a blue keystone.

Color bearer (in flowing white satin Grecian costume)—carries banner of blue and gold bearing letters H. N. H. S. in center, and letters C. S. L. S. in corners.

Torch Bearer (in flowing white satin Grecian costume)—carries flaming torch.

Scholarship (in gold satin robe with blue lined hood).

Leadership (in purple satin robe).

Character (in white satin robe).

Service (in white satin robe, with blue bands on sleeves and at hem, red lined cape).

Officers and Members (in grey caps and gowns).

Initiates (in regular clothes).

(Herald appears alone in center of stage, sounds calls, and retires to left of stage.)

Procession (enter in order—Color Bearer, Torch Bearer, Wardens of Scholarship, Leadership, Service, and Character, officers of society, regular members, and initiates.)

President (as others are seated comes to front of stage): In the name of the National Honor Society I bid you welcome. We are assembled to-day to initiate into our society our new members. The four cardinal principles on which our organization is founded are Scholarship, Leadership, Service, and Character; and these new members have been chosen by the faculty because of their unquestionable character, their ability to lead, their constant willingness to render service, and their high rank in scholarship. That all may know what our society stands for and what it aims to do our Herald will summon our Torch Bearer, our Color Bearer, and our Wardens, each of whom has a message for us.

(Herald moves to center of stage, sounds call, retires.)

Torch Bearer (acknowledges president, moves to center of stage. President is seated): The torch (raising it on

high) has from the earliest times been the emblem of knowledge. Unlighted, it has no power to lead and guide. It is of no effect until the touch of a match shall change it into a vital and beautiful flame. Just so the knowledge, the wisdom, the inspiration that lie buried in the great treasure stores of books and hidden in the minds of men are valueless until by faithful study we unlock these treasure houses and make them give up their stores for the use of men. As the Indian of long ago lighted his torch to guide him into dark places, so all men who seek truth must light the torch of knowledge. And you, my companions (to the members), who have lighted your torches so that they are now burning brightly bear a fine and serious responsibility. You must never allow the flame to grow dim or to die but watch and guard it so faithfully that it shall burn brighter and ever brighter. You see now why the flaming torch is our emblem which every member wears not as a symbol of what he has accomplished but as a golden spur to urge him ever onward. In keeping with our emblem our motto is "Light is the Symbol of Truth."

(Herald—as before.)

Color Bearer (as Torch Bearer): Our colors (raising them on high) make the message of the torch more clear. Blue, the clear bright blue of the sky above us and of our fair northern lakes says to each and everyone of us, "Be true!" True to yourself, true to your fellowmen, and true to your God." Gold, the warm beautiful gold of the sun above and the flame of the torch says to us, "Light your torches and care for them so well that they will radiate their lights into the whole world." The blue and the gold together beg you to be always true to them as you are true to the red, white, and blue of our national flag.

(Herald—as before.)

Warden of Scholarship (as others): Scholarship is the shining goal toward which every high-school student has been striving for four years. Through scholarship life becomes more valuable and beautiful, for he who has at his command the greatest store of knowledge has the greatest reservoir from which he may draw to enrich his own life and the lives of others. Scholarship is within the reach of everyone but it may not be had merely for the asking. He

who desires it must earn it by putting forth faithful effort,—effort hard and tireless, which however is never lost but is returned with interest a hundredfold. My garment is gold, the color of wealth; for scholarship is the only true wealth, wealth that increases, wealth that always has the highest value, and wealth that can never be stolen from you. My message to you is:—Guard this wealth as you would guard coffers of gold; strive to increase it and make it serve you. It is more valuable than mere material riches.

(Herald—as before.)

Warden of Service (as others): You have heard the message of scholarship and it is a true message but Scholarship and Knowledge are as worthless as the unlighted torch unless you make that Scholarship of Service to your fellow-men. By service you may carry happiness, comfort, and peace into the lives of many where there has been nothing but sadness, misery, and unrest. You who now await entrance into our society have given service in many ways and that service has endeared you to your schoolmates much more than any degree of scholarship could have done. Into your service you have put yourselves and in so doing you have made your service vital and true. I trust that the blue and gold of our society may be a call to you to give your gifts to all mankind just as the red, white, and blue are a call to give service to our nation. Finally I exhort you always to remember these words which have been so wisely said, "He who would be the greatest among you must be a servant of all."

(Herald—as before.)

Warden of Leadership (as others): My cloak of royal purple tells you that I am the Warden of Leadership. Since time began there have been leaders among men. Many of these have won distinction by physical power and have maintained it by force. In this land where all men are free there must of course be leaders, but leaders chosen by the people themselves. The power to lead is a wonderful gift if wisely used. It may lead the rebellion against law and order, or it may guide into the way of better things. You who await membership to-day possess this gift of leadership; and we look to you to use it in an aggressive fight for what is right.

May you go forth burning with inspiration to be wise leaders for your school, your country, and your God.

(Herald—as before.)

Warden of Character (as others) : I come to you robed in spotless white symbolizing the purity of character for which everyone in our society must strive. Character is the result of strength of mind, resoluteness, independence, and perseverance in choosing wisely the principles and motives that control one's life. Character may not be merely dreamed of. It must be built by hard work and tireless effort. It must be forged and hammered as if from steel. Character is above reputation, it is more than wealth, it is man's best capital. It is measured not alone by words and deeds but even more by silent thoughts and unspoken motives. Scholarship may make a man a selfish recluse, service may make him vain and proud, leadership may make him domineering, but character will make him the richest man in all the universe—rich not with gold that corrupts but rich with virtue which lasts through time and to eternity. A beautiful character, the growth of a noble soul is uplifting to heart and mind—the highest ideal of life.

President : I ask you to consider seriously the obligations and responsibilities which membership in this society places upon you. If you are willing to assume these responsibilities I ask you to stand and pledge your allegiance. (Initiates stand.) Do you promise to work faithfully to maintain the high standards of Scholarship, Leadership, Service, and Character which you have attained in high school and if possible to raise them even higher in the years to come?

Initiates : We do.

President : Let the colors of our society which are ever before you in the blue sky and in the shining sun be a constant reminder of your duties and obligations. Repeat with me now the salute to these colors : "I pledge myself to these colors. I promise to be loyal to them at all times by serving my fellow men to the best of my ability."

I now welcome you in the name of the National Honor Society. We need such men and women as you have proved to be. The secretary will now present you with your certificates of membership.

(Secretary comes forward, reads names and members receive certificates of membership, individually.)

All—Song of Society.

Procession (as before).

INSTALLATION SERVICE OF THE NATIONAL HONOR SOCIETY

Portsmouth High School, Portsmouth, Ohio

The stage is set with five stations; the first represents scholarship; the second, service; the third, leadership; the fourth, character; the fifth, bears the emblem of the National Honor Society. At each station is a pedestal, covered by a satin drape bearing the emblem of the station. At the side of each station is a banner bearing appropriate Scripture texts, as follows:

Wisdom is the principal thing; therefore get wisdom, and with all thy wisdom, get understanding.

Prov. 4:7.

Stand, therefore, having your loins girt about with truth, and having on the breastplate of righteousness. Eph. 6:14.

Can the blind lead the blind? Shall they not fall into the ditch? Luke 6:39.

And whosoever will be chief among you, let him be your servant. Matt. 20: 28.

The torch bearer leads the candidates and presents them to the president, using the following speech:

Mr. President, these students, when they entered Portsmouth High School, saw a vision, a vision of wisdom to be gained only by work and study, a vision of joy to be had only by serving others, a vision of good to be accomplished only by leading others to do what it was right to do, a vision of worth to be attained only by following their highest impulses. That vision they have not forgotten. They have kept the faith; and because they have kept the faith with scholarship, service, leadership, and character, the four tenets of the creed of the National Honor Society, I present them to you, Mr. President, as candidates for initiation into our society.

The president responds: He who takes the pledge that makes him a member of the National Honor Society, must do it with a full understanding that the honor conferred upon him is great, and that the obligation he incurs is not less. Before these students are made members, let them here openly avow their adherence to the tenets of the creed.

(The torch bearer conducts the candidates to each of the four stations in turn, where the officer in charge speaks to them about the particular quality which his station represents, concluding by having the candidates repeat after him in unison the creed which deals with that quality. The service at each station should not consume more than five minutes. The articles of the creed are as follows.)

Station 1 (Scholarship): I believe that he is richest who most fully gathers to himself the heritage which all the ages have prepared for him, and stored between the covers of good books. I believe that he fulfills a worthy mission who in his devotion to the cause of truth, pushes even a little farther back the frontier of the unknown toward that of the unknowable. I believe in Scholarship.

Station 2 (Service): I believe that he who profits from the labors of others is normally bound to contribute directly or indirectly toward the equivalent profit of others. I believe that there is no place in society for the able-bodied and able-minded idler, be he tramp or millionaire. I believe that there is not only a duty to be performed, but a joy to be found in ministering to the needs of others. I believe in Service.

Station 3 (Leadership): I believe that a superior physical or intellectual endowment implies the obligation to use such endowment unselfishly. I believe that it is the duty of one who sees how the human race may progress to guide his fellows forward. I believe in Leadership.

Station 4 (Character): I believe that "An honest man's the noblest work of God," and that the "The price of a virtuous woman is far above rubies." I believe that "Kind hearts are more than coronets, and simple faith than Norman blood." I believe that "It shall profit a man nothing to gain the whole world and lose his own soul." I believe in Character.

(After the ceremonies at the four stations are concluded, the torch bearer leads the candidates to the president again, who administers to them the pledge of the society. If there are not too many candidates, the pledge should be repeated by each candidate in turn.)

Pledge: I hereby pledge myself to maintain as high a personal standard of Scholarship, Service, Leadership, and Character as in me lies the power to maintain, and to do my best to promote the ideals of the National Honor Society in Portsmouth High School, and among the students thereof.

(After taking the pledge the candidates are given the pin or emblem of the society by the president, who at the same time extends to them the right hand of fellowship and congratulates them on their election.

When the candidates have been seated, an appropriate address follows by the principal speaker of the occasion.

The fundamental purpose of the address should be to impress upon the candidates the fact that they have not reached a goal, but that they are just entering upon a career of greater usefulness, which in humility, they should seek to pursue through life.)

(Following the ceremonies, the candidates meet with the guests and members of the faculty committee for a luncheon where brief impromptu talks make up the program.)

RITUAL OF INITIATION

Used in Oak Park and River Forest Township High School

In Bulletin No. 12 of the National Association of Secondary-School Principals was published the following ritual written by Miss Lura Blackburn, Teacher of English, Oak Park (Illinois) High School:

The new members of the National Honor Society of the Oak Park and River Forest Township High School were installed last year on Class Day when the three hundred seniors were seated, as is the custom during the commencement week, upon the stage in tiers of seats, rising like bleachers to about fifteen steps. Two narrow aisles divided the platform into three parts: a large section in the center, and a narrow section

at each side. This seating arrangement left an open space about twelve feet deep across the front of the stage.

When the curtain rose upon the darkened stage, a tableau was revealed. At the right of the stage four figures, representing Scholarship, Leadership, Character, and Service, were grouped about a large gilded replica of the National Honor Society pin. One stood behind the gilded shield, another sat on the low draped platform on which the shield was placed, and the other two stood at either side. The two boys, Character and Leadership, were dressed in academic gowns, and the two girls, Service and Scholarship, wore robes of blue and pink bunting with silver crowns. These colors were chosen, not for any symbolic meaning, but for their aesthetic effect under a spotlight. (These four students, of course, were members of the National Honor Society.) Each of the figures in the tableau held a lighted torch. These torches or candle-holders, made especially for the occasion, were of plaster of Paris, about fifteen inches in length and designed after the old Roman torches.

Then to soft music—a march—and from behind the wings at each side the members of the National Honor Society, each carrying a lighted torch, filed upon the stage; crossed to the other side, the two lines passing at the center; and passed up the steps of the narrow aisles, where they stood with their torches raised during the remainder of the ceremony. Bringing up the end of these two files were Mr. McDaniel, the Principal of the high school, who took his place standing at the extreme left of the stage, and the President of the Parent-Teacher Association, who stood at the extreme right.

Then the tableau came to life and each of the symbolic figures, in turn, woke from his statue-like pose, advanced to the center of the stage and recited his part of the ritual, dropping back a step or two after his speech, but still standing while the next part was given:

Scholarship:

“Learning is ever in the freshness of its youth.

Learning furnishes the lamp by which we read the past
and the light which illumines the future.

Where there is no vision, a people perish

And no vision will exalt a nation except the vision of real
liberty, and real justice, and real purity of conduct.”

Leadership:

"Ye are all blind until we see
That in the human plan
Nothing is worth the making if
It does not make the man.

"Why build these cities glorious
If man unbuilt goes?
In vain we build the world, unless
The builder also grows."

Service:

"I am Service, born through travail of conflict and throes
of human need; my way prepared by the teachings of the
Christ, that the Fatherhood of God meant also the brother-
hood of man. With this great truth am I baptised and
sent forth upon my mission; to bear my share of the
world's work, to lighten with my torch of Faith the dark-
ness of unbelief, and following the great example, forget
self in service."

"Much has been given to us, and much will be expected
from us.
We have duties to others and to ourselves and we can
shirk neither."

Character:

"If you keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:

"If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:

"If you can talk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;

"If you can fill the unforgiving minute
With sixty seconds' worth of distance run
Yours is the earth and everything that's in it
And—which is more—you'll be a man, my son."

After the last of the group had spoken, the four, facing one another and holding their lighted torches high, formed a double arch at the center of the stage.

Music again. Then from behind the wings at the left, the newly elected members of the National Honor Society came marching upon the stage with unlighted torches; passed under the arch formed by the tableau group, each one pausing an instant to receive a light for his own torch from the uplifted torches of Scholarship, Leadership, Service, Character; and then crossed to the right of the stage, where they grouped themselves informally. As each new member approached the arch, his name was announced by the Principal from his position at the extreme left, and as he crossed to the right, he was greeted by the President of the Parent-Teacher Association and presented with the National Honor Society pin. According to the custom of this school, the members of the National Honor Society receive their pins as a gift from the Parent-Teacher Association. In order to insure a smoothness of procedure for this part of the ceremony, the line of new members, who in the nature of things could not rehearse their parts, were led by the President of the National Honor Society. His manner, too, added dignity and meaning to the installation service.

Following the presentation of the pins, Mr. McDaniel, Principal of the high school, lead in repeating the pledge of the National Honor Society. This pledge was read in a ritualistic manner, which pauses at intervals, where the society repeated the words, as is done ordinarily in the marriage service.

"I pledge myself to uphold/
the high purpose of this society/
to which I have been elected/
striving in every way/
by word and deed/
to make its ideals/
the ideals of my school/
and of my life."

The pledge had the effect of a benediction and closed the ceremony, which had lasted no more than twenty minutes, and which throughout had kept its tone of dignity and impressiveness.

SUGGESTED RITUAL FOR THE NATIONAL JUNIOR
HONOR SOCIETY

The curtain rises slowly on the following tableau: At the center upstage on a slightly raised platform stands a figure symbolic of Education. (This additional character is selected to preside because the four qualities on which these pupils have been selected are epitomized in the full and true meaning of the word "education.") Directly in front of Education is a white-draped table on each end of which is a lighted candle.

At the right of Education stand Scholarship (a boy attired in academic robes) and Service (a girl dressed in a gray or grayish-blue Grecian costume). At the left of Education stand Leadership (a boy also in Grecian costume, preferably of golden color) and Character (a girl in white Grecian robes). All four individuals carry lighted candles. These characters are, of course, chosen from among the old members. If it is not possible to secure colored Grecian costumes, it is suggested that robes be made of gauze and used annually by the organization for its initiation services. These costumes are simply made; and although colors are effective, white also may be used for all characters.

The old members form a wedge-shaped group with Education at the apex.

To soft dignified music a student slowly approaches the central figure. Education halts him with uplifted hand.

Education: Who is approaching?

Student: It is I, a student.

Education: What is your wish here?

Student: I am one of many who seek admission to the National Junior Honor Society.

Education: Is it then your wish to learn more of this organization that you may judge your own qualifications?

Student: It is.

Education: The spirit of the group is symbolized by the word "education," used in its fullest and best sense. The four cardinal objectives which sound the keynote of the society will now be explained to you. They are Scholarship, Leadership, Character, and Service.

SCHOLARSHIP:

"My mind to me a kingdom is,
 Such present joys therein I find,
 That it excels all other bliss
 That earth affords or grows by kind:
 Though much I want which most would have,
 Yet still my mind forbids to crave.

"No princely pomp, no wealthy store,
 No force to win the victory,
 No wily wit to salve a sore,
 No shape to feed a loving eye;
 To none of these I yield as thrall:
 For why? My mind doth serve for all."

LEADERSHIP:

"As the forehead of Man grows broader,
 So do his creeds;
 And his gods they are shaped in his image,
 And mirror his needs;
 Deathless, though godheads be dying,
 Surviving the creeds that expire;
 Illogical, reason-defying,
 Lives that passionate, primal desire;
 Insistent, persistent, forever,
 Man cries to the silences, 'Never
 Shall death reign the lord of my soul,
 Shall dust be the ultimate goal—
 I will storm the black bastions of Night
 I will tread where my vision has trod,
 I will set in the darkness, a light,
 In the vastness, a god!'"

CHARACTER:

"Use all your hidden forces. Do not miss
 The purpose of this life, and do not wait
 For circumstance to mold or change your fate.
 In your own self lies destiny. Let this
 Vast truth cast out all fear, all prejudice,
 All hesitation. Know that you are great,
 Great with divinity. So dominate
 Environment, and enter into bliss.—

Love largely and hate nothing. Hold no aim
That does not chord with universal good.
"Hear what the voices of the silence say,
All joys are yours if you put forth your claim,
Once let the spiritual laws be understood,
Material things must answer and obey."

SERVICE:

"Who loves not Knowledge? Who shall rail
Against her beauty? May she mix
With men and prosper! Who shall fix
Her pillars? Let her work prevail.

"But on her forehead sits a fire;
She sets her forward countenance
And leaps into the future chance,
Submitting all things to desire.

"A higher hand must make her mild,
If all be not in vain, and guide
Her footsteps, moving side by side
With Wisdom, like the younger child;

"I would the great world grew like those,
Who grow not alone in power
And knowledge, but by year and hour
In reverence and in charity."

EDUCATION: You have heard the principles of the National Junior Honor Society. This Chapter has, at present,members. My friend, you may now read the names of those students whose qualifications admit them to membership.

Student: (Reads the names from a scroll.)

Education: Will the newly elected members go immediately to the foyer when their names are called?

While a dignified processional is being played, the new members come on stage from both right and left. As they approach, the old members withdraw toward the wings, still maintaining a wedge-shaped formation but a deeper one. Thus the new members are in close proximity to Education.

Education: My friends, you have witnessed the initiation ceremony of the.....Chapter of the National Junior Honor Society. The Principal will now present you with a pin symbolical of integrity, honesty, intellectual and social achievement. May you always wear it proudly and sincerely respect the qualities it represents.

The Principal presents pins.

Curtain

RANGE OF ACTIVITIES OF THE CHAPTERS OF THE NATIONAL HONOR SOCIETY

The activities undertaken to-day by the chapters of the National Honor Society have a very wide range. Indeed the extent of this gamut is surprising. The administrators of many schools, however, believe that the organization, like Phi Beta Kappa, should undertake as a unit, no service projects whatever. By them it is looked upon purely as an honorary group. This was the original design of the founders: simply to identify and reward outstanding secondary-school pupils whose scholarship is high and whose presence and personality show a fine influence in the school. But on the other hand early in the history of this Society the youthful energy of such a group matured into the undertaking of projects of service to their mates in the school and into activities to endeavor to raise the whole tone of the school to a higher level. Moreover, this enthusiasm was not bounded by the school, for school-community projects were soon under way, and now the compass of the undertaking of the chapters of the National Honor Society is expansive indeed.

Therefore the twenty-two hundred chapters of the National Honor Society, on the basis of activities pursued, fall into two distinct groups:

- (1) Those that are strictly honorary-scholastic organizations; and
- (2) Those that are organized as activity units and carry on regular programs similar to other service groups in the schools.

The activities of chapters which come under the first classification are limited, for the most part, to the induction ceremony for new members and the keeping of permanent records. In fact, a considerable number of these units do not essay even these inherent tasks. Many of these chapters are in very large high schools which already have highly developed extra-curriculum programs. The members of such chapters are usually too busy serving the school by participation in the activities of other organizations for their chapter as a unit to undertake specific projects of its own.

Those chapters which carry on a regular program of activities designed to inculcate the ideals of leadership, scholarship, character, and service have a great variety of projects. In general, the most active chapters are found in small and medium-sized high schools. Some of the chapters in schools of from four to eight hundred enrollments have developed particularly outstanding and valuable programs. This is probably due to the fact that the majority of schools of this size do not offer such a vast array of clubs and organizations, which in larger schools absorb the interests, enthusiasm, and time of students who are eligible for election to the Society.

The scope of the activities undertaken by the chapters over the country is startling. The wide compass of projects undertaken can be attributed to initiative and leadership, stimulated, of course, by the enthusiasm of youth. The various chapters seem willing to sponsor any plan of advancement connected with the school and with the community. Naturally the administration of the schools encourages chapter members to take part in public programs, and these energetic youngsters are eager for such opportunities, therefore it is not surprising that the project sponsored most frequently by these groups is that of conducting assemblies. The returns show that slightly more than fourteen per cent of the active chapters sponsor school assembly programs. From this high point the list extends to a group of one hundred fourteen projects, not one of which is undertaken by more than one chapter. In order after assemblies comes the tutoring of pupils who from one or another cause have missed some school work. Ten per cent of the service chapters are in this group. Eight per cent hold annual banquets for their present and graduate members. Seven per cent compile honor rolls; seven per cent chaperone social events. Six per cent act as clerks and monitors aiding teachers and librarians. About four per cent aid the student council in the school as a scholarship committee. Over two per cent endeavor to orient pupils new in the school. About two per cent are busy collecting and making available material on colleges and universities. From this peak of school assemblies there are at the other end of the array some one hundred fourteen different projects. The least popular undertakings, for these projects appear only once in the reports, are:

Sponsors hobby club; sends letters of congratulation to students on the honor roll; sponsors vocational guidance week; writes sportsmanship code of school; puts on better health programs; keeps comprehensive permanent record of all student activities as help to teachers in vocational guidance; compiles data on status of scholarship in the school; sponsors "Looking Forward" assemblies; conducts song writing contests; in charge of civic programs; keep personality cards of studies; survey of occupations of alumni; makes an investigation as to the feasibility of starting a state organization of chapters of the National Honor Society; serves as committee to handle school publicity in local newspapers.

The wide range of these projects and the avidity with which they are pursued give clear evidence that the National Honor Society is giving a healthful outlet to energy that was latent and untapped. It is perfectly patent that this organization with its high potentialities has a place in the secondary schools of America.

THE PROMOTION OF SCHOLARSHIP

The National Honor Society was started to stimulate scholarship among students and to endeavor to place secondary education on a higher level. From the beginning, it was decided that the Society should recognize scholarship, leadership, service, and character with the view of stimulating all students in the secondary schools to strive for attainment of those attributes of high standing. The Society promotes scholarship and thereby elevates the standards of secondary education in three principal ways: (1) It identifies student ability through recognition of those students whose work is of sufficient quality to meet the standards required for membership; (2) It fosters chapter activities and projects designed to realize the ideals of the Society which have a wholesome influence in improving scholarship in the entire school; and (3) It teaches students the importance of looking beyond the high-school courses, seeing and striving toward worthy goals, and making the ideals of the Society a means of self-guidance in their higher education and in their daily living.

What are some of the devices which chapters have found effective in promoting scholarship in the school? Many concrete projects or devices have been discussed or mentioned in other parts of this BULLETIN. Some of the prominent ones given in the summaries from the lists submitted by groups during the past three years include: Helping, encouraging, and guiding other students; compiling honor rolls and achievement rolls; acting as the scholarship committee for the student council and as the general scholarship committee for the school; establishing and maintaining scholarships and scholarship loan funds; awarding plaques, banners, medals, and certificates to students or to home rooms for excellence in scholarship at the end of each grading period; sponsoring campaigns of various kinds for the improvement of scholarship; producing plays on the theme of scholarship; preparing helps on how to study; issuing of scholarship bulletins; awarding scholarship letters or other recognitions at commencements; writing letters of congratulation to students on honor roll; and promoting home room programs, assembly

programs, school forums, and district conferences for the discussion of scholarship. The presentation of projects carried out by chapters for the promotion of scholarship which appear below will give the reader a more thorough picture of some of these devices.

The Roseburg, Oregon, Chapter of the National Honor Society gives awards as an incentive to students to strive for higher scholastic standards. There were letters for athletics, pins for debate, and many other awards, but no tangible recognition for general, all-around scholarship. After much discussion in the Chapter meetings, it was decided to award bronze pins each semester to those students who earned the highest grades possible. If the student continues to excel in scholarship during his sophomore year, he returns his bronze pin and receives a silver one. When he earns the award a third time, he returns his silver pin and receives a gold one which he keeps permanently. This system has been in operation for some time and has played a considerable part in improving scholarship in that school.

Members of the Abraham Lincoln High-School Chapter, Council Bluffs, Iowa, have charge of the observance of American Education Week in the school and utilize the event to carry out a program designed to encourage scholarship. The program aims to acquaint parents as well as students with the importance of education and to give them a pride in the scholastic achievements of their school. In the 1936 observance of American Education Week, the following activities were carried out in the interest of scholarship: the Chapter prepared a series of articles on scholarship for the school newspaper, which is printed as a supplement in the local community newspaper; talks were made daily to home rooms by members on the theme of scholarship; a special Education Week Assembly program was built around the value of school activities to the school and to the community; a so-called open house was held to give parents an insight into the work of the school; and exhibits showing achievements and work of the school which reflected scholastic achievements were held. All patrons of the school were invited to the school during the observance and members of the Society acted as hosts. Guests visited the classrooms to see the regular work of the students, attended special programs prepared by the music and dramatic departments, viewed vari-

ous kinds of exhibits, especially those of the art, manual training, and household arts departments; and saw demonstrations of the physical training students. The program proved successful in interesting the citizens of the community in scholarship as well as stimulating students to strive for higher standards in school work.

A Committee on Scholarship of the L. C. Humes High-School Chapter, Memphis, Tennessee, keeps up a continuous campaign to raise the scholarship standards of the school. It has found that a record of the scholarship status of each home room posted on the bulletin board each month is an important device for stimulating effort on the part of students. The project fosters pride in group achievement. There is competition among the different home rooms to raise the rating. The Society planned the project in order to try to impress the student body with the importance of mastering each study. The steps in carrying the plan through are: Each member of the Committee on Scholarship is assigned a certain number of home rooms. At the close of each month, from each home room teacher, the number of A's, B's, C's, D's, E's, F's, and N.M.'s are obtained. (The mark N.M. means the student was out of school because of illness, and may be given the opportunity of taking the test or making up his work in some manner agreed upon with the instructor. This must be done within three days after the month closes, else the N.M. becomes an F.) To each letter a numerical value is assigned: A, 5; B, 4; C, 3; D, 2; E, 1; F, 0; and N.M., 0. Suppose the 10-1's have this record: 30 A's, 29 B's, 27 C's, 0 E's, 5 F's and 0 N.M.'s. The record of the home room would be computed as follows: $30 \text{ A's} \times 5 = 150$; $29 \text{ B's} \times 4 = 116$; $27 \text{ C's} \times 3 = 81$; $16 \text{ D's} \times 2 = 32$; $0 \text{ E's} \times 1 = 0$; $5 \text{ F's} \times 0 = 0$; and $0 \text{ N.M.'s} \times 0 = 0$. The total number of pupils is 107 and the total numerical value of points is 379. $379 \div 107 = 3.542$. Since C=3, the rating of the home room is C.542. The ratings of the home rooms which are posted on the bulletin boards are awaited with a great deal of interest. When the ratings are known, there is always some serious activity on the part of rooms to improve their standing.

For the past three years, scholarship cups have been awarded each month by the National Honor Society of Kingston, Pennsylvania, High School to the girls' and to the boys' home rooms having the highest point average. Honorable men-

tion is given to other home rooms which have high rating. The activity serves to keep the aims of the Society constantly before the eyes of the entire student body and to make each boy and girl feel an individual responsibility in maintaining the scholastic standing of his or her home room. The plan is carried out entirely by the members with only an occasional suggestion from the adviser. At the close of each marking period the vice-president and secretary collect point averages of the individual rooms; the list is arranged according to rating, and copies are mimeographed and distributed by the assistant secretary. Cups, which were donated by two prominent citizens, are retained for a month by the winning home rooms. A comparison of recent records with those which were compiled when the plan was instituted shows a decided improvement in scholarship. The principal and faculty members coöperate wholeheartedly and are very kind in acknowledging the contribution to scholarship which is being achieved by the Society. The point average is obtained as follows: (1) Count the total number of points obtained by all students in the room, allowing three for each A, two for each B, and one for each C. None is allowed for a failure. (2) Count the total number of marks received by all students, including failures. (3) Divide total number of points by total number of marks.

At the time of the founding of the Chapter at Shillington, Pennsylvania, High School, the charter members felt that inasmuch as they had been distinguished for outstanding scholarship, leadership, service, and character, that they should in some way attempt to promote these ideals among other students. In order to encourage scholarship, they set up a separate system of awards for the junior and senior-high schools. For the senior-high school an average of 2 A's and a B in three full-time subjects and no marks lower than a C must be earned. The award is a school seal on a maroon enamel background. The first pin is trimmed in bronze, the second in silver, and the third in gold. The first award to be earned is bronze. The following year, if the standards are still maintained, they hand in the bronze and receive the silver. The third year the silver pin is returned and the gold pin is given. A student may always keep the highest award earned. Since the beginning of the system, fifty-nine gold awards have been made, ninety-five silver, and one hundred ninety-one bronze awards in the senior

high school. The system is identical with the one described in connection with the Roseburg, Oregon, Chapter project.

As a means of promoting scholarship, Bloom Township High-School Chapter, Chicago Heights, Illinois, has originated a scholarship point system. A committee of the Society is in charge of its administration. Awards are made for high scholarship and participation in school activities. Each year a campaign is conducted to raise the quality of scholarship and to familiarize students with the awards and recognitions that they may strive for. It has been discovered that many students are not familiar with the awards offered and do not start working for them until their latter years in high school, which, of course, is too late. The Society is endeavoring to stimulate all students to compete for these awards by means of a coöperative system involving the work of the points committee and the home room discussion committee. The duty of the members of the home room discussion committee is to wage a continual campaign among the different rooms for higher scholarship. It discusses with students the awards which may be merited as well as methods of improving the quality of work.

Although the Chapter at Oakland, Iowa, is very young it has two plans under way for improving scholarship and raising the standards of the school. Meetings are held regularly and means discussed of setting up higher scholastic standards for the school. The first plan is to improve the library facilities of the school. A special section of the library is set off for use by students whose grades are eighty-five per cent or above. This section is a room leading to the study hall and is a kind of honor room where students may go for study if they meet the scholastic requirements set up. It is in charge of student librarians and students are permitted to do leisure-time reading if their records show that they should not be devoting their time to preparation of lessons. This system has not only been an incentive to students to raise their scholastic standing but also has been effective in reducing noise and confusion in the study hall. The Society believes that its best plan for promoting scholarship is a system which is designed to form better study habits among students and to utilize spare time in wholesome activities. To this end, the members are endeavoring to get students to have a particular time each day for studying each subject, to learn the best methods of preparing the differ-

ent assignments, to such aids to study as note-books, dictionaries, references, and the like.

The main activity the Chapter at the High School of Eastern State Teachers College, Charleston, Illinois, is responsible for this year is the sponsoring of a scholastic award. The Society purchased a trophy two feet high engraved with the inscription. *Teachers College High School, National Honor Society Award for Scholastic Achievement*. The boy and girl with the greatest advancement in scholastic achievement for the year 1936-37 will have their names engraved on the trophy. The same will be done for the year 1937-38, etc. It is not a question of the highest grades, but rather of scholastic advancement. One who has four failures at the beginning of the year can theoretically work hard enough to receive four A's by the end of the year and thereby win the award.

Solution to a problem which has confronted many schools has been found by Capitol Hill Chapter, Oklahoma City, Oklahoma. The school is a three-year high school. This means there is a three-semester break and a change in schools before a junior-high member of the Honor Society is eligible for election to the National Honor Society. During this interim, many students lost their interest in maintaining a high standard of scholarship. The Capitol Hill Chapter now sponsors this group, which is called the honor cadets. This group is called together shortly after the opening of school in September, eligibility for membership in the senior group is explained, and aid given the group in effecting their organization. A few days later the Chapter holds an informal reception for them, helps them to become oriented, and assists them in the solution of any of their problems. An annual contest is held for the best original play written by a member of the Chapter. The play is presented as a part of the program during the spring ceremonial. The cast is selected from the honor cadet group. The entire cadet group and their parents are invited as special guests at the ceremonial.

A modified form of the big-brother and sister is used by the Woodlawn, Birmingham, Alabama, High-School Chapter as a means of encouraging scholarship. Each member of the Society selects a first-semester session room and acts a big-brother or big-sister to the group. The big-brother or sister

visits his room periodically, makes inspirational talks, encourages and helps the students in every way possible, and is often able to be of great help not only to the students but to the instructor as well. At the end of the semester all students who have maintained a high scholastic average are sent cards of merit and invited to be guests of the Society at the regular monthly meeting. Those students who merit this recognition feel highly honored and strive harder to improve their scholastic rating. After a student has been the guest of the Chapter for a time or two, he comes to feel that he must do work of sufficient grade to warrant election to the Society in order to uphold the scholastic tradition of the school.

Formerly an inactive Chapter due to the fact that members were selected at the close of the senior year, the Harvey High-School Chapter, Painesville, Ohio, is now a vital force for scholarship in the school. Desiring to make the Society an effective agency in advancing scholarship, it was decided to hold the election immediately after the first semester, using the semester average for three and one-half years as the basis. An impressive assembly program honors the newly-elected member and makes each underclassman ambitious of attaining the goal. A scholarship committee from this group then assumes responsibility for averaging the grades of juniors at the end of each grading period, posting a list of those students who comprise the upper twenty-five per cent and would be eligible for election to the Society. Publicity is given this list by the school paper and bulletin-board announcements. The average of the present group of members is much higher than that of two years ago when the plan was instigated.

Although the Chapter at Janesville, Wisconsin, Junior-Senior High School has instigated a number of projects of direct benefit to the school-community, the members feel that the undertaking which has been most valuable is the establishment and maintenance of a fifty-dollar scholarship. As many deserving members of the group desire to continue their schooling beyond high school, the Society has instituted the plan of presenting to one of the most worthy members a scholarship each year, to be paid to him or her after the first semester of college has been satisfactorily completed. Frequently this gift has been the one thing needed to help the student decide that he really could attend college. Five members have received

the scholarship since 1931. In addition to these regular scholarships, the Society has awarded four other special scholarships of fifty dollars each. The money for all scholarships was raised by sponsoring some motion picture each year at the local theater.

During its six years of existence, the Fort Lee, New Jersey, Chapter has sponsored several projects, such as a course in ball-room dancing, an annual entertainment for seniors of high scholastic rank, and the awarding of certificates to all students on the honor roll, but its scholarship fund is considered the most outstanding contribution to the school by the members. The efforts and energies of the members are concentrated on this project. In May 1935 the first drive for the raising of money for a scholarship fund was launched. This fund was to be used in furthering the education of some worthy graduate, not necessarily a member of the Society, but someone whose character, record, and financial needs were considered worthy. The annual goal is two hundred dollars, part of which is raised through the spring drive and the remainder through the fall bazaar. The former is an appeal to local civic organizations to contribute to the fund; the latter, an evening festival in which all clubs sponsor some activity and turn the proceeds over to the Society for the scholarship fund. Up to the present, six hundred dollars have been raised.

As there was no fund of any kind to aid worthy students to obtain a college education, the Irondequoit Chapter, Rochester, New York, decided to sponsor a drive to raise funds for the establishment of a scholarship loan fund. The plan was approved by the board of education and the faculty council of the Chapter. Then the Chapter started work to raise money. Thus far it has been raised largely by the presentation of a school play. Although the play is sponsored by the Chapter, anyone in the school may participate in it. The entire school coöperates by selling tickets. The project is just in its infancy but it is already a decided success and enough money is in sight to establish the fund.

In 1936 the Township High-School Chapter, Collinsville, Illinois, founded a scholarship fund with money raised by sponsoring a school circus. This circus consisted of a main show, booths, and a refreshment stand. The main show, which was about forty minutes in length, had musical, dancing, and acro-

batic acts, and clowns, while the booths included a fish pond, a side-show, a fortune teller, and many other features. Tickets for the booths and refreshments were sold for five cents each; the price for admission to the main show was fifteen cents. The chapter planned and supervised the presentation of all events. Each club, class, or other organization sponsored a booth or participated in the main show. The 1936 circus was so successful that another will be sponsored this spring. The scholarship fund, which is being created by these circuses, can be used by any Collinsville graduate who needs money to attend college. No interest is charged on the loans, and the students who benefit from it have several years in which to return the money to the fund.

Two projects for the promotion of scholarship have been carried out successfully by the Bridgeville Borough, Pennsylvania, Chapter. The first is a forum which deals principally with school problems as related to scholastic achievement. Of course, other current topics are discussed but it is felt that the open discussion is the democratic way of promoting scholarship. These forums are conducted by the Society for upperclassmen and have resulted in a spirit of coöperative activity on the part of students. The second, and more beneficial according to the opinions of members, is the creation of a National Honor Society scholarship fund. The main object is gradually to create a surplus, so that each year in the future, one student may receive financial aid from the Society. As the fund is in the beginning stage, it was decided that the Society would not give scholarships outright for some time, but will carry it on as a loan fund to help needy students until such time as it is in a position to donate the scholarship without requiring that the money be returned. Handling of the fund is under the supervision of local bank officials.

University High-School Chapter, Lexington, Kentucky, promotes scholarship by awarding annually to the outstanding boy and girl a silver loving cup. Money is raised to pay for the award through the sale of refreshments at athletic events. As another means of stimulating scholarship, the Society plans to purchase a bronze plaque on which will be placed the names of all honor students at the time they graduate.

To create a zeal for scholarship, the Savanna, Illinois, Chapter awards each marking period a scholarship shield to the class ranking highest. . . . South Side High-School Chapter, Fort Wayne, Indiana, awards a plaque each month to the class with the highest scholastic average and smaller plaques to a number of home rooms with exceptionally high ratings. . . . The Wilmington, Delaware, High School Chapter presents a banner each six weeks to the home room making the **greatest improvement in scholarship over the six weeks preceding**. . . . The Muncie, Indiana, Central High-School Chapter has sponsored for three years a gold M convocation at the close of each year. A certain number of students who have been outstanding scholastically are awarded the gold M pins. Students who receive this honor need not be members of the Society. . . . The Jefferson City, Missouri, High-School Chapter offers a jeweled pin each year to the senior who has made the largest increase in grades over his junior year. Money for the pin is raised through Chapter dues, and selling refreshments at school events.

THE PROMOTION OF CITIZENSHIP

Education for citizenship is an objective of secondary education which is related to all other aims. This objective was the idea foremost in the minds of the founders of public schools in America. The Society is based on the belief that those desirable citizenship qualities are best developed through motivated activity, experienced by students under as near life-like situations as possible.

That the Society is an agency for stimulating and motivating such activities is an undisputed fact. It provides incentive and recognition to students who have the ability and desire to do outstanding work in their studies; who desire to build character and purpose that will make them an influence for finer and better living; and who wish to develop qualities of leadership and citizenship, and while so doing, to serve the school and contribute to the enrichment of school life. The various activities and projects help to realize these aims and to inculcate them into the life of the school, but the Society itself promotes citizenship by recognizing and identifying these aims as reflected in the life and work of students. Activities of the National Honor Society not only contribute to the building of desirable citizenship traits and the improvements of citizenship in the school-community, but also toward the solution of one of the most significant problems of the modern secondary-school—how to open the way for young people to participate in the social, economic, civic, and political affairs of their communities.

Until quite recently the great mass of the nation's population had been educated only on the elementary level with relatively little attention to the development of those qualities which lead to intelligent participation in the affairs of government and of social and economic life. With approximately seventy per cent of youth of secondary-school age now enrolled, the United States is rapidly approaching a period when the majority of citizens will have at least a high-school education. The qualities developed in high school tend to persist throughout life. It is an accepted principle of education that students on the secondary-school level should be given ex-

perience under guidance in dealing with representative citizenship problems. The National Honor Society—made up of those students who excel in the desirable qualities which the secondary school attempts to foster—provides a nucleus around which the school can center a program of citizenship activities which will permeate the entire life of the school.

Among those activities especially designed to promote citizenship which were mentioned in the summaries of projects reported during the past three years, the following are outstanding: Developing assembly and home room programs; serving as auxiliary to the school government organization; acting as school monitors and hallway patrols; sponsoring better citizenship campaigns; issuing school publications of various kinds; promoting the honor system; assuming responsibility for honor study halls; writing chapter or school codes; acting as courtesy-service squads; conducting school forums, round-tables, conferences, and discussion groups; sponsoring safety, thrift, clean-up, good-will, school and community improvement, and other kinds of campaigns; making awards for excellence in citizenship or for some achievement by a student which contributes to citizenship; group study of school problems; planning and carrying out self-improvement, recreation, school morale, world goodwill day, sportsmanship, civic programs; organizing clinics on school problems, and interviewing students to find out their maladjustment. Another important phase of the citizenship work of chapters is their charity or welfare work. Societies engage in almost every kind of charity or welfare work imaginable. Such projects are not only serviceable to the communities and needy students in the schools but give students an opportunity of learning about and coming in contact with social and economic conditions. Thus the student learns something of the realities of modern life which is a valuable contribution to his training for citizenship. The description of the projects given below will show something of the procedure of chapters in promoting citizenship.

To make students conscious of the qualities which citizens should possess, the Junior-Senior High-School Chapter, Struthers, Ohio, sponsors an annual citizenship campaign. The activity was initiated by the students themselves without any suggestion on the part of the faculty. The campaign started

with talks before all home rooms on the topic of citizenship. This was followed by an assembly based on the theme of citizenship. This assembly resulted in a plan whereby all home rooms in the school compete for putting on the best assembly programs. After these two events, the principal talked with the various teachers to find out what effect the programs had on students. The teachers seemed to be of the opinion that the programs had been valuable as many students were beginning to realize seriously just what qualities good citizenship requires. The Society decided that this campaign needed to be carried still further. Therefore, it asked all home room presidents and teachers to re-emphasize the qualities of good citizens. Each home room was to list at least ten good points a citizen should possess. Among those qualities listed were: leadership, intelligence, service, loyalty, initiative, courtesy, honesty, temperance, reliability, trustworthiness, and self-control. The best ten points listed from all those submitted from the various rooms will be selected by a committee of students. Next semester a contest is to be conducted and the boy and the girl possessing the ten points selected will be presented with silver loving cups.

Because of congestion due to overcrowded conditions in the Waukesha High School, Waukesha, Wisconsin, the Honor Society sponsored a courtesy campaign to try to promote courtesy in the school. The week beginning February 27, 1936, was designated courtesy week. The Society president spoke to the junior-senior assembly and other members talked to other assemblies and to home rooms and classes. The school paper coöperated with the campaign by running articles, editorials, letters, and comments from students on courtesy. The Society and the hall monitors requested that those caught in an act of discourtesy report to study hall after school. There was no punishment involved but one of the teachers talked to the group, which proved to be very small. On Friday of courtesy week two questionnaires were filled out by all students in each home room. The first was a chart on which each student rated himself or herself on courtesy. The other was a set of questions for rating the entire school. The final tabulation was quite low—the average grading for the school being C, and for the students 24.9 with a possible score of 48. The campaign seemed to indicate honesty and some thought

on the part of students in regard to courtesy and to lay the foundation for future improvement, which was the best result which could be hoped for.

A campaign for the improvement of citizenship carried out by the Haddon Heights, New Jersey, High-School Chapter used posters effectively in impressing students with the significance of certain traits. Posters were made for home room and bulletin boards depicting the importance of honesty, alertness, dignity, dependability, obedience, helpfulness, energy, initiative, good attitude, happiness, thoughtfulness, sincerity, and other characteristics of the good citizen. With National Honor Society as the sixth word, the first letters of the characteristics her enamed spell Haddon Heights. The Campaign lasted for thirteen days with a new poster showing a new characteristic each day. On the thirteenth day the complete name of the school was spelled out and shown as reflecting the characteristics of good citizenship as promoted by the National Honor Society. The school paper and all home rooms coöperated in making the campaign a success.

Forums, discussion groups, and conferences have been used effectively by chapters of the National Honor Society in promoting citizenship. A number of groups have solved the problem of enlisting the coöperation of the entire student body in carrying out programs through the organization of junior forums. In Gary, Indiana, the four chapters of the National Honor Society, representing the Emerson, Froebel, Horace Mann, and Lew Wallace schools, have organized a system of joint discussion meetings. Formerly the Chapters held a joint banquet each year to promote a feeling of coöperation and good will among the schools. The all-Gary National Honor Society forum or discussion group is now in its third year of activity. At the meetings panel discussions and open forums are held on problems common to the four schools. The meetings are planned by a committee made up of two representatives and the sponsor of each organization. One school acts as host at each meeting. The questions to be discussed are suggested by the individual chapters and brought into the joint committee by the representatives. The most pertinent topics presented are selected for discussion. The president of the host chapter acts as chairman. Some of the questions discussed have been the National Council questionnaire;

the need of a periodical for the National Honor Society; cheating in the schools and what the chapters can do to prevent it; campaigns and activities for the improvement of citizenship; how to integrate the ideals of the Society with the program of the school; awards for outstanding achievement; the promotion of good-will among schools; and methods of efficient study.

A forum club for the purpose of discussing events and problems which concern all students has been started by the Plymouth, Wisconsin, High-School Chapter. It was inaugurated after a questionnaire survey of the student body revealed an interest in this type of activity. A member of the Society presides at the meetings, at which various topics are discussed by students and faculty members. A general discussion follows on the topics of interest in which all participate. The Plymouth Chapter has made another contribution to school citizenship through the inauguration of the corridor monitor system. As the Chapter for the first half of the year consisted of only six persons, twelve additional persons were drafted into corridor service. By way of experiment, the Chapter discovered that a shy or timid person or one previously irresponsible, when given authority as a monitor, developed leadership, responsibility, and other traits of the fine citizen. Duties of corridor monitors are as follows: (1) To clear the halls of groups in the morning, at noon, and after school periods; (2) To stop the offenders of certain traffic rules, such as running and pushing; (3) To keep the halls free from waste material by speaking to those depositing such in the halls; (4) To supervise the students leaving the assembly and library during the regular class periods. Through a survey conducted among the teachers, the Society has discovered that monitor supervision has helped to make the school more orderly.

Ariston Chapter, East Chicago, Indiana, has carried to successful conclusion a number of citizenship projects. Among these have been assuming responsibility for ushering at all school events, helping to direct traffic in the hallways, acting as an information agency for the school, carrying on charity and welfare work to help needy students and destitute families, and conducting a courtesy campaign. The campaign is continuous throughout the school year. A series of articles

are published in each number of the school newspaper. Posters are made and displayed in the hallways, library, and home rooms. Members of the Society endeavor to see every act of courtesy and to compliment students for their effort along that line.

The Webster Groves, Missouri, Chapter has complete charge of the library and study hall which accommodates a hundred students at the noon hour. A member who is willing to sacrifice fifteen or twenty minutes of the study period prior to the lunch hour goes to lunch early and is ready to assume charge at the beginning of the period. Three other students who go to lunch two or three minutes early to avoid the rush to the cafeteria relieve the first member as soon as he has eaten. These members are in charge of the lunch room during the time that the room is crowded.

Furnishing and supervising the recreation room during the noon hour is the leading project of the Springfield, Missouri, Chapter. The school operates with four different lunch periods each thirty minutes in length. It was difficult to require students to remain in the cafeteria after lunch because the dishes could be removed more conveniently after they were out of the way. It was impossible to assign them to the auditorium or gymnasium because these special rooms were being used by the three-fourths of the students who were not at lunch. As a result most students strolled in the corridors with an attendant annoyance to classes in progress. The Society tackled the problem. With funds from the activity budget of the school, it purchased equipment for such games as checkers, chess, dominoes, hearts, table tennis, aerial darts, and anagrams. During each lunch period four classrooms were equipped for games and placed in charge of members of the Society. Students were invited to gather in the recreation rooms instead of strolling in the hallways. The results have been gratifying. Since the inauguration of the recreation rooms there has been no problem of discipline in the hallways.

Although the Sherman, Texas, Chapter has a varied program of activities, the members believe that the one most representative of the spirit of the group is the sponsoring of Christmas and Thanksgiving boxes for needy families of the

community. Instead of the usual individual offerings of all school clubs, these gifts were pooled and distributed under the direction of the National Honor Society. Nineteen boxes containing enough food for one week were distributed this year at Thanksgiving and thirty-four boxes at Christmas. In addition to food, the Christmas boxes contained toys and many new as well as used articles of clothing. The names of families were obtained from the local charity board and this method eliminated all possibility of repetition. It has been a great deal of pleasure to members of the Chapter to do this work and the student body has coöperated splendidly.

The Oak Hill, West Virginia, Chapter has established the annual custom of collecting toys for less fortunate children at Christmas. This project gives members an opportunity to display both their Christmas spirit and citizenship spirit. With the Society acting as a receiving station, the entire school coöperates by donating toys. The manual training department gives practically full-time the last week before Christmas repairing toys. The Society performs other citizenship projects through a system of honorary ushering and hallway patrols; operation of a second hand bookstore; coöperation with the *Oak Hill Log*, school newspaper, in conducting campaigns for school improvement; working on special problems as they arise in the school-community; and raising money for other charity and welfare work through the sale of candy and refreshments at athletic events.

The Chapter at Ames High School, Ames, Iowa, has as its annual project the assisting of the Junior Red Cross drive. When the Red Cross sent out its appeal for aid for the flood sufferers, the Chapter saw an additional opportunity to help. A special meeting was called to plan a campaign and the following program resulted. A special assembly of the entire student body was called at which the president of the Chapter explained the purpose of the campaign. The first part of the program was intended to have been a broadcast from the flood area, but weather conditions prevented this. The Ames chief of police, whose son was in the midst of the flood area, brought the cause closer to home by relating his son's experiences. Members of the Society, each wearing a Red Cross arm band, supervised the taking of a collection which yielded sixty-four dollars.

Supervision of the charity and welfare work of the school through an organization known as the student aid is the chief activity of the Steinmetz High-School Chapter of Chicago. Money is raised for charity projects through dances sponsored by the Society. A dance-carnival is the method of raising money for charity work in the Hanford Union High School, Hanford, California, which is under the direction of the Alpha Omega Omicron Chapter.

A recent study of student government in eighty-one representative high schools gives some idea of the part chapters of the National Honor Society are playing in self-government in the high schools. Some examples are given below: The main function of the Hutchins, Detroit, Chapter of the National Honor Society is sponsoring the student council. The council was originally planned by the June, 1936, graduating officers of the Society and representatives from each grade. A constitution was formed under which the council was to be sponsored by the Society and the officers of the Society to act as officers of the council. The council acts as the representative legislative body of the school. At meetings problems of the school are discussed and acted upon and then carried back to the home rooms by representatives for referendum by all the students. The student body coöperates willingly.

The National Junior Honor Society of Hemphill, West Virginia, acts as the student council for the school. The main objective is to help the faculty analyze the problems of students and to work toward faculty and student coöperation. The council takes one-half hour each Thursday to meet with the Society sponsor, the principal, and other faculty members and present the problems of the week. The president of the Society presides at these meetings. The object is to have both students and faculty working hand in hand on problems of the school at all times. The project was started with the view of giving the members of the Society an opportunity of further leadership and the chance to exercise their citizenship.

Since September, 1936, the York Community High School, Elmhurst, Illinois, has been engaged in supporting measures in the interest of better school and community citizenship. The first of these was a survey of student needs. This resulted in much discussion of the need for a student council. The Society

resolved to sponsor a movement for the organization of a council and a committee was named to draw up a plan of organization. The plan was mimeographed and distributed to all home rooms. It was interpreted thoroughly through the school newspaper and a special assembly called to permit all students to have a voice in developing the plan and to enter into discussion of it. Finally a student-faculty committee formulated a questionnaire and submitted it to the student body. The results showed two to one in favor of the plan, and it has been put into effect.

Members of the Newark High-School Chapter, Newark, Delaware, believe that their most important work during the current year has been in behalf of student government. The system of student government in operation during the past few years proved to be inefficient. The senior civics classes wrote a new constitution providing for an entirely new type of organization through which students might participate in school government. It was acceptable to the school body and put into effect with fair success. One great fault of this constitution was a lack of cohesion of its different parts. A member of the Society suggested that permission be obtained to rewrite the constitution, remedying this fault. The proposal was accepted. The Society worked industriously to perfect the constitution and to devise a workable scheme of self-government. The work has been completed and is before the student body for ratification at this time.

The Cardinal Chapter, Cooley High School, Detroit, Michigan, helped to sponsor a conference of student government officers for high schools in the metropolitan area. The conference was opened by the induction ceremony of the Chapter and many members played a prominent part in the activities of the day. About twenty schools were represented. The meeting featured a number of prominent speakers, both adults, and students. Such topics as honor study halls, creating goodwill among neighboring schools, the student court, school elections, acquainting newcomers with the school, school codes, homecoming day, monitor systems, school forums, financing of school activities, courtesy campaigns, and youth problems were discussed. Many of the schools represented did not have Chapters of the National Honor Society, and due to the part which

the Chapter played in the conference, many requests for information were received from interested schools.

The Sterling High School, Sterling, Colorado, is an example of a school where the National Honor Society Chapter is in charge of the election held to select the student government officers. Every spring the election is held for the following school year. Members of the Society compose the board that examines the petitions and supervises the election during all its stages. Seniors are asked to be campaign managers and to assist in electing the candidates. One assembly is set aside for the introduction of the nominees and for campaign speeches. On election day the Honor Society has charge of the polls and acts as clerks and judges. The project is not only educational but it is also a lot of fun and arouses much school enthusiasm.

In many schools the Chapter of the National Honor Society has charge of school elections. During the current year, many chapters sponsored national elections. The purpose was to give students practice in voting. A number of schools planned the elections very thoroughly and even organized students into rival political parties who selected their own candidates, waged vigorous campaigns, analyzed all the political issues and questions, and carried out elections as efficiently as possible.

TUTORING

From the educational point of view, perhaps the most significant service project carried on by large numbers of chapters is that of tutoring. In most chapters, this activity is restricted to coaching backward or failing students; but in some schools, it includes helping students who have been absent on account of illness or some other legitimate cause to catch up in their work, conducting clinics on how to study, and special review classes for helping students prepare for examinations. With the single exception of assemblies, more chapters engage in this project than any other one activity, and, no doubt, viewed in the light of service to the school, tutoring has a strong claim for the first-place rank.

This project is unique with the National Honor Society. Chapters in schools of all sizes and types throughout the entire country have undertaken it. It developed as the best solution to the problem found in many secondary schools of providing more assistance to failing or weak students who want to succeed but need more individual attention than teachers can give. The project developed and was well-established in many chapters throughout the country before it received any encouragement from those in charge of administration of the National Society. As there are certain psychological principles which also favor student coaching, the project bids fair to become even more significant in the future.

That there are rich possibilities for the project in high schools of all types is indicated by what has already been done in many chapters. Members of the National Honor Society are selected on the basis of qualities which particularly fit them for the administration of such an activity. The project not only serves the school by making education effective for a greater number of the diverse population which make up the enrollments of secondary schools, but it also is beneficial to the students who participate in the tutoring by providing opportunities for the exercise of initiative, organization, coöperation with faculty and fellow-students, and the fostering of good will and the spirit of mutual helpfulness in school life.

A typical illustration of the project is that of the Society in Erskine Ramsey Technical High, Birmingham, Alabama. The Chapter undertook the work of coaching students who were failing two years ago, primarily because it was about the only activity not adequately taken care of by other organizations. Each semester a committee is appointed to collect from teachers a list of the students needing help. Then coaching dates are scheduled. The young tutors are instructed to aid in helping students to learn *how* to study, never to prepare the assignments for their fellow-students. At the end of the month, the coach checks with the teacher on results. If the results are good, the work continues; if not, new adjustments are made. The results of the experiment have been highly gratifying to the faculty and to the students. Each semester, an attempt is made to modify and improve plans in the light of experience.

The Chapter of the National Honor Society at West High School, Cleveland, Ohio, especially emphasizes service in its qualifications for membership. To provide an opportunity for new members to broaden the scope of their service activities, the Society last year worked out a plan for tutoring. Blanks were distributed to all home rooms to find out the students needing help in various courses. These were classified, tutors assigned to various classes, and work began in earnest. Four or five students formed the average-sized class, which held meetings once or twice a week. Throughout the last semester, one hundred ten students were given help in various studies. More students were found to have difficulty in mathematics than in any other course. The group has more applications for help from students than it can accommodate.

The Ensley Chapter of Birmingham, Alabama, has a varied schedule of activities, but the one of which it is particularly proud is that of raising the standard of scholarship in the school through its coaching system for failing students. Each department head furnishes a list of students who are not making passing grades. The scholarship chairman of the Student Council, who must be an Honor Society member, is in charge of the project and is responsible for its success. He appoints a head coach from each department from among the Society members. Other members then choose the department in which they prefer to help. In order that the project may be

more democratic, outstanding students who are not members of the Society are asked to assist. Each department coach then plans a time for his helpers. This may be on a specified day after school hours, or it may be during a study-hall period while school is in session. The members of the Society feel that they have accomplished something in the way of arousing interest among backward students, aiding them to become better adapted to school life, and keeping some students from dropping out of school due to discouragement.

The Del Minsi Chapter at Stroudsburg, Pennsylvania, has made a significant improvement in scholarship through a system called remedial clinics, or helping groups. After the sponsor had experimented with the idea in her own groups last year, the Society discussed and decided to form these groups. In some cases a member takes two or three students (never more than five) who are weak in a subject and in danger of failing, and helps them with their work at regular meetings in a vacant room. This is done either during the home room period, the noon hour, or free study-hall periods. The project arose in an honest endeavor on the part of the Society to assist failing or weak students who wanted to pass but needed more individual attention than could be obtained from teachers. The students who request help are appreciative of the assistance given them and respond well enough to warrant continuation of the project. The project was planned by the Society, approved by the principal, and put into operation in a few subjects. When home rooms are vacant by certain classes being in assembly, groups are assigned to definite rooms, and the sponsor goes from one room to another supervising the work and offering suggestions. In the case of study hall, permits are obtained from the sponsor for certain individuals to go to clinics. The project is successful in proportion to the coöperation of the teacher whose group is being helped.

During the months of May, June, October, November, and December of the current year, members of the National Honor Society Chapter in the Preparatory Department of Girard College, Philadelphia, have sponsored the individual tutoring of boys from the organized classes who were conditioned in two subjects of the preceding month. The group, being too small to meet the needs of all, has called to its aid a larger circle of boys selected on the basis of high scholastic standing, tutoring

ability, and willingness to serve. Each member of this larger group assumes responsibility for tutoring the one boy assigned to him three evenings each week in the special study hall. A four-months' trial of this plan indicates great possibilities. The record of boys tutored during October showed a decrease of fifty-six per cent in the number of the conditioned boys required to report to special study. The November record showed a decrease of slightly over sixty-five per cent in the number of conditioned boys. The tutors also profit by their teaching experience in acquiring a more complete mastery of the subjects in which they are tutoring.

A similar plan has been developed by the Chapter at the Baltimore, Maryland, Polytechnic Institute. Each spring, for a month, the Society conducts the coaching classes. The purpose of the classes is to help students who have failed and are taking a re-examination. There are twenty-one classes, each directed by several members of the Society, who do the coaching under the supervision of the faculty adviser. The classes are held after school hours in an assigned room and are conducted by Society members, who are considered best able to coach, due to their high scholastic rating.

How teachers and students respond to a well-administered National Honor Society Chapter coaching system is shown by an account of the program developed at the E. C. Glass High School, Lynchburg, Virginia. Each year since the founding of the Society eleven years ago, almost every member has coached students who apply for assistance during April and May. An official application blank is furnished students. The student must be recommended by the teacher of the course in which he is failing. About one hundred students are enrolled in coaching classes each year, and the faculty and the students at large coöperate whole-heartedly in the project. Five students constitute the maximum number which can be assigned to any one group. The project has a tendency to wipe out any feeling of envy less brilliant members of the student body may feel when elections are announced, for the members of the Society prove themselves willing and anxious to help less fortunate students. The teachers in the school have little time to devote to individual instruction, and this work of the Honor Society lessens their burden. As much of the actual planning and administration of the coaching system as possible is left to stu-

dents who get valuable experience in planning and carrying out the various details of the project.

For a number of years the Chapter of the National Honor Society at Shortridge High School, Indianapolis, Indiana, tried various methods of improving scholarship in the school. Twice the Society conducted a party for all freshmen on the honor roll. It sponsored assemblies, home room talks, and motion pictures based on the theme of scholarship, but did not accomplish the objective. Four years ago, the members decided to work out a program for helping students who were having difficulty with their work. The project of tutoring has now become an institution. Teachers like it and frequently send for help to the sponsor who knows what each volunteer can teach and can send help at once. This tutoring means almost daily work for the members, sometimes for a period of weeks.

In the Sigma Lambda Chi Chapter, Memphis, Tennessee, the duties of coaching are handled through a service committee. The first step is to make a survey of the school to find out the needs of students and get room assignments. Then some member or prospective member of the Honor Society is designated to take charge of the classes. At the Washington Gardner High Chapter, Albion, Michigan, a plan has been worked out which combines tutoring with acting as assistants to the librarian. The members are in entire charge of the library during the noon hour in order to help students and for the benefit of those who come from the country and eat their lunches at the schoolhouse. At the Pierre S. duPont High School, Wilmington, Delaware, the Society members concentrate on helping students who because of illness are behind in their work. The Martins Ferry, Ohio, Chapter seeks to determine the cause of poor work on the part of a student and then to point out the student's weaknesses to teachers before doing any actual coaching. If the quality of work cannot be improved through conferences with faculty and failing students, the Society then tries to give individual attention to the student in question. The system of tutoring at the Hammonton, New Jersey, Chapter is entirely a student enterprise. Contacts are made entirely by students, and there is no faculty intervention at any point.

These concrete examples are sufficient to show the importance of the coaching project and to give schools, which have

not tried it, an insight into the techniques used and the different types of organizations for making the system successful. Closely allied to this project and in some instances inter-related with it are numerous other chapter enterprises designed to promote scholarship or render service. Among these are acting as assistants to teachers, helping in the library or laboratory, doing office work for the principal, compiling information in regard to school conditions, keeping records, and making surveys. A few of these miscellaneous projects which may be closely related to the coaching activities of chapters will be discussed more fully in another section of this BULLETIN.

GUIDANCE AND ORIENTATION ACTIVITIES

None of the projects which have been developed in the various chapters of the National Honor Society reflect the spirit and ideals of the organization better than those connected with guidance and orientation. In recent years those in charge of the schools have come to realize more and more the importance of student activities in making guidance and orientation programs function effectively. Many have installed systems which seek to utilize the energy, enthusiasm, and leadership of students in discovering student needs, problems, and interests as the basis for orientation and guidance.

Chapter projects which contribute to guidance and orientation include a number of those discussed in other sections of this BULLETIN. One of the most important of these is student handbooks. The handbook with its concrete information about the school is issued strictly as a convenient orientation device.

Numerous other projects which have been developed in chapters are related and contribute to orienting students to the school environment or guiding them into wholesome social relationships, in effecting personality adjustments, and in furnishing information on advanced study, or in portraying vocations. Among these are: Collecting information about college and other institutions of learning; preparing helps on how to study and programs of vocational guidance; conducting school forums and group study of school problems; conducting information agencies in the school; issuing bulletins for home rooms; serving as big-brother and sister committees to help incoming students become acquainted with the school; making surveys and collecting information for use by the faculty in educational and vocational guidance; helping with the work of guidance classes; putting on special programs or campaigns to acquaint freshmen and students in the grades with high school; interviewing and holding conferences with failing students to find out the causes of failures; and many others too numerous to mention. Some of the following discussions of specific projects will show the methods used in administering a few of the projects.

For the last two years the National Honor Society at Crafton High School, Crafton, Pennsylvania, with the coöperation of the Parent-Teacher Association and Education Department of the local Woman's Club has sponsored a college night program. This meeting was designed to further the mutual acquaintance of the colleges, parents, and students in regard to such details as entrance requirements, curriculum offerings, types of instructions in order to facilitate an early and efficient planning for college. During the first part of the evening there was a program in the auditorium. Schools were invited to offer entertainments by groups of their students. Last year a program was presented by a gymnasium group representing the health department of Slippery Rock State Teachers College; another by ten members of the Verse Speaking Choir of Pennsylvania College for Women. W. S. Hoffman, Registrar at Pennsylvania State College, talked on the subject, *Relation Between Rank in High School and College and Future Success*. Following this, students and parents conferred in designated rooms with faculty, alumni, and student representatives from eighteen colleges, universities, and business schools in which the student body had expressed major interest. This year the evening's program will be designated as a guidance clinic and broadened accordingly to include engineering, teaching, nursing, social service, law, medicine, aviation, mechanical trades, beauty culture, merchandising, accounting, music, and secretarial work.

The Cheltenham High-School Chapter of Elkins Park, Pennsylvania, believes its most valuable project during the school year is the arranging of vocational day, and at another time an all-college day, the first for non-academic students and the second for academic students. At the second annual vocational day, held November 19, 1936, representatives of various trades and industries talked to and conducted round-table discussions for students on such vocations as clerical work, banking, real estate, U. S. postal service, insurance, metal-working trade, printing, mill and cabinet work, building trades, nursery work, electrical work, automobile service, and household service. All-college day was held for the fifth year, February 18, 1937. Outstanding authorities from various institutions of higher learning talked and conducted open discussions and conferences on such subjects as business, engineering, forestry,

horticulture, fine arts, journalism, library science, nursing, occupational therapy, pharmacy, social service, politics, teaching, liberal arts, home economics, and music. Each of these special days was featured with an attractive number of the school newspaper built around the activities of the day. The paper attempted to bring together as a kind of review for students the ideas presented by all those who participated in the meetings.

The one project sponsored by the Chapter of the Gulfport High School is carried on by the individual members under the direct supervision of the faculty adviser and the principal. This project grew out of a real need of the school and the fact that the Society could best serve that need. Due to the fact that Gulfport is a resort town on the Mississippi Gulf coast there is a continual matriculation of students from all sections of the United States; some come from large school systems, others from small systems. The school officials and classroom teachers had felt for a long time that these students entering the middle of the semester needed more than faculty advice and assistance in making a quick and easy adjustment. The superintendent decided that, since the natural and pleasant adjustment was to have a friend in the student body, the members of the Honor Society should be those friends. With the coöperation of both principal and the faculty adviser, the Chapter worked out a plan which has been accepted enthusiastically by all concerned. When a new student matriculates, a member of the Society with a similar course of study and schedule is assigned to be his or her friend for a few weeks. He shows the new student to classrooms, study halls, library, auditorium, and the like; introduces him to teachers and students; explains and answers questions about the school regulations; and acquaints the newcomer with school customs, traditions, or unique practices. In short, he tries in every way, by his courtesy and help, to make the new student feel at home as soon as possible. If the student in changing schools and courses of study or texts, is behind the class in which he enters, the teacher of that class assigns an Honor Society member to help him catch up with the other students. The proper name of this project may be orientation of new students, but the faculty adviser tries to keep it more personal and more vital with hu-

man interest. The members of the Chapter consider it a privilege to serve as the hosts of their school.

Lookout Chapter, Lookout Junior High School, Chattanooga, Tennessee, has engaged in many activities but believes that the filing system which it originated is the most beneficial to the school. So many representatives of the various colleges visit the school that it is often difficult to assemble those students who are interested in a special college or course. It was this situation which led to the Society starting the filing system. The project was carried out as follows: The seniors met in the auditorium, the cards which had been prepared by the business department were given each student to fill out. Some of the information asked for on these cards included: What profession are you considering? Are you planning a college education? Do you prefer a college near home? Do you prefer a co-educational school? Do you plan to work your way through college? Have you made definite plans to attend any particular college? What are some of the activities in which you should like to engage while in college? Now, when a representative from a college comes to the school, the records can be consulted instantly and those students called who are likely to be interested. The information has also been put to several other uses by teachers.

College guidance for underclassmen is the leading activity of the Hamburg, New York, Chapter. The objective of the Society is not only to promote a high standard of scholarship in the school but to encourage the continuation of education after graduation. Working toward this end, members have held conferences with various students. Catalogues, books, and all other available information have been assembled for use in those conferences which assume somewhat the nature of a small discussion group. The members lead these discussions and try to help other students choose suitable colleges for the profession or occupation in which they are most interested. Considerable time has been devoted to investigating scholarships, loan funds, and opportunities for earning part of one's college expenses. The Society has made use of the home rooms and the general assemblies in conducting programs dealing with a college education.

In an attempt to assist in the problem of adjusting new students, some of whom come from isolated ranch schools, the

Sheridan, Wyoming, Chapter some years ago initiated a kind of freshman day that is reported to be decidedly helpful in helping the class become acclimated to the school environment. Since the project has been in operation there has been a noticeable decrease in the number of students who drop out of school early in their first year due to discouragement or embarrassment. On the day preceding the opening day of the semester, the new students who are principally in the first year of high school, assemble for lunch in the school cafeteria after which the members of the Society give a program of brief talks on various phases of the school such as courses, activities, and how to begin a course correctly. The principal and some of the teachers give talks on topics beneficial to the new students. This is followed by a conducted tour of the building in groups, and this tour includes plenty of explanation. On the first day of the regular session, Society members wear their badges again so that any newcomer who is confused may turn to them for assistance. In this way embarrassment and unhappiness are minimized and very seldom does a new student become discouraged and drop out. Faculty members, upperclassmen, and freshmen are all agreed on the value and practicability of this project.

Service to the school is one of the requisites for membership in the National Honor Society. The Thomas A. De Vilbiss Chapter, De Vilbiss High School, Toledo, Ohio, believes that this spirit of service is being continued by the members through the maintenance of the college guidance room at the school. To most readers the term college room, may be more or less unintelligible; however, to the students of De Vilbiss—especially the seniors—it has great significance. Almost all libraries receive a number of college catalogues and bulletins, giving entrance requirements, courses of study, and other information designed to advertise the college and interest prospective students. These volumes the librarian places on a corner shelf, leaving them for a few ambitious and extremely academic students to dig out and use. Several years ago, someone suggested: *Why not provide a special room for such material?* It so happens that just adjacent to the school library there are several small rooms. One of these was assigned for the purpose of creating a college guidance room, and the local chapter

of the National Honor Society was charged with its care. At the beginning of each school year the Society sets up a committee to supervise the room. Members of the committee act as attendants and aid students in finding information about any particular institution. The attendants give up their study periods in order to perform the service, and an attempt is made to have a reliable person in the room every period of every day in the week. Many colleges, universities, and institutions of learning send bulletins and other information which are filed in regular library order. If a student requests information about a school which is not represented, the attendant takes down the name of the student and the school in which he is most interested and gives this information to the librarian who in turn writes to the college or university and asks for any material which would be of interest to a prospective student. From time to time representatives from various colleges and universities visit De Vilbiss and interview those seniors who are interested in finding a college to their liking. These men or women are allowed to conduct their interviews in the college guidance room, the most suitable place in the entire school for the purpose. Bulletin boards are placed on the walls, and on these are posted all pertinent information about colleges, such as scholarship announcements, notices about deadlines for filling out application blanks, and the like. A corner is devoted to a collection of college newspapers. At present the committee is working on two projects: (1) Trying to collect all information on vocational guidance, along with the college bulletins; and (2) A special notebook containing all notices of available scholarship awards. All departments in the school have helped in making the room a success. Perhaps the most valuable contribution is a large, hand-painted mural, depicting the opportunities which higher education offers the young men and women of to-day which hangs on the wall of the room as a gift from the art department.

The Stillwater, Minnesota, Chapter offers an example of a successful orientation project designed to familiarize rural grade students with the high school. Some time during the late spring of each year, the Society sponsors a rural school visiting day. The purpose is to familiarize rural grade students with, what is to them, a huge and complex system of education—a sharp contrast to the one-room one-teacher type

of school in which the majority receive their elementary education. As the first step in the project, an invitation is extended all grade students in the county to come and visit the high school on a set date. Extensive publicity is given to the project in order to acquaint as many people as possible with the purpose of the plan and the program arranged for the day. Plans for the day are put into the hands of a student member of the Society, who as general chairman, appoints all necessary committees to handle publicity, serve refreshments, provide entertainment, and to care for other details. The time of arrival for visitors is 8:30 a. m. They are met at the main entrance to the building by the entire membership of the local chapter and escorted to the reception room where they are divided into small groups, each of which is placed in charge of one member. For the next two hours these groups are conducted through the building according to pre-arranged tours which prevent crowding. At 10:30 the visitors are taken to the balcony of the auditorium to witness an especially good assembly program. At the conclusion of the program, they are taken to the domestic science building for lunch. Ice cream, cake, and coffee are furnished to supplement individual lunches brought by the students. After lunch, they are escorted to the athletic field to witness a program of junior Olympics arranged for them. From the field, they leave for home, usually completely tired out, but excited and happy at the prospect of the high-school career, which is to be theirs.

Scholarship and educational guidance is the theme of the principal activities of the Chapter at Amherst Central High School, Snyder, New York. One activity which it has developed and found extremely valuable is its college information service. In coöperation with the school library it has developed a college reference library including an extensive file of current college bulletins, books of views, current newspaper clippings, scholarship information, books on colleges, and fiction dealing with college life. With the completion of an addition to the school building, it is arranging that a member of the Society be in charge of the service in a special room at all times. This is to be a kind of conference room. A column in the school paper, where scholarship notices will be printed, will keep the service before the eyes of the student body at all times. This project correlates well with the school's educa-

tional guidance program. As the sponsor of the Society is also the chief guidance counsellor, it is possible for the guidance program and this organization of student leaders to coördinate their efforts and ideas most effectively.

Members of the Lincoln, Nebraska, High-School Chapter assist with the registration and orientation of new students, especially in the freshman home rooms. Each student is required to make out a six-semester plan for his course under the supervision of his home room teacher. Two or three Society members assist each home room teacher. These assistants talk to the beginners individually, and explain such terms as major, minor, weighted credit, academic hours, extra-curriculum activities, and after-school sports. They discuss the vocation that each student has selected and suggest requirements and various desirable electives. They assist the home room teacher with checking and tabulating the registrations. Teachers new to the school especially appreciate this assistance. Members also meet with new students entering high school from outside the city and acquaint them with the courses, activities, customs, traditions, and regulations. The Society members often follow up their activities in helping get new students adjusted and give assistance and help from time to time.

The problems that young people face in adjusting themselves to living with others, is the theme of a series of programs and activities of the Minot,¹ North Dakota, Chapter. The following article on one of these programs was published in the *Minot Daily News*: What can I do to fit in with a group of persons, was the question discussed at a recent meeting of the Society. More than thirty of the members took some part in the preparation of the program. A test on knowledge of social usage was held. This test was made up of one hundred statements dealing with problems that young people meet in adjusting themselves to living with others. Twenty-five statements concerned what are good table manners; seven problems centered around good taste in dress and appearance; there were fourteen situations which concerned good manners for guest and host; and four problems that boys especially and sometimes girls also must answer on what is good form in walking with

¹This is a chapter of the National Junior Honor Society.

others. How do you show respect and consideration for others? This problem was presented in a series of statements which required knowledge of the approved response. Thirteen situations were considered in analyzing what is good form in talking with and meeting people. How should you act in relation to a group? This was presented by means of six statements. Six other propositions concerned showing respect for property and conduct at athletic events. An analysis of the responses to the test showed that there was more confusion among eighth and ninth grade students in regard to table manners than in other phases of social conduct. Eighteen out of the twenty-five statements dealing with this side of good manners raised a problem in the mind of some student. Good manners for guest and host was next as a cause for perplexity. Good form in talking with and meeting people was third in importance. Some girls indicated lack of knowledge of the proper thing to do in this situation: Should a girl rise when a boy is introduced to her? The test disclosed an urgent need for information and practice in many of the social graces that build self-confidence and self-assurance. The same young people would rate superior in their knowledge of where to place the comma, or in other information gained from school books; yet many of them are bewildered to know what is the proper thing to do when passing their plates for a second helping; whether they should hold their knives or forks, or should leave them on the plate. In working out this project considerable interest has been generated in continuing a study in development of good manners. Many students have requested that a series of informal after-school meetings be held in order to give them an opportunity to learn more about socially approved conduct. The eagerness with which this problem was followed and the hearty response given to each of the numbers indicates that these young people are ready and eager to learn the social graces. It is part of the training of these students that the school is to give to help them grow in an all-around way. Several books dealing with manners and conventions have been placed on the reserve shelf in the school library for the use of those interested in informing themselves.

To impress students with the significance of the ideals and principles of the National Honor Society in school life, to show that these ideals and principles are equally important in all

out-of-school relationships, and to emphasize that the qualities fostered in young people through the standards set up by the Society lay a solid foundation for success in a profession, getting along with others, and in whatever other activities the young person may find himself engaged, form the purpose of the programs carried out by many chapters. These programs are not designed primarily to raise the prestige of the organization in the eyes of other students, but they are planned and carried out because of the educational value of the standards of scholarship, leadership, service, and character which the Society endeavors to promote. Such programs as those carried on to acquaint newcomers in the school with the Society—its aims, ideals, standards, and the requirements for membership—are not only valuable to the participating students but an important contribution to the orientation of other students. A few concrete examples of such activities will be given.

The Society at Abraham Lincoln High School, Des Moines, Iowa, carries on a campaign each year to try to inculcate the ideals of the organization into the life of the school and to encourage students to begin in the very first part of their course to do work of sufficient quality to qualify them for membership in the organization. Programs are planned for different groups—vocational students as well as academic students—and all methods of reaching these students are utilized. Home rooms, assemblies, school newspaper, bulletin-board announcements, and other devices are used. The Putnam Chapter, Ashland, Kentucky, has a similar project and program which it terms *Interpreting the ideals of the Society to the sophomore class*. At the Sumner High School, St. Louis, Missouri, programs and fellowship-parties are arranged for new students. The programs are based on the general theme, *The ideals of Sumner High School as embodied in the aims of the National Honor Society*. The fellowship-parties are to make new students familiar with school affairs, give them a feeling of ease, and provide an opportunity for all to get acquainted. Open forums, conducted in the chapter in the preparatory department of Kent State University, Kent, Ohio, are for the purpose of solving school problems, acquainting students with the Society, and discussing all questions which are helpful to students. This group also helps seniors in planning their future education through a collection of material on colleges, profes-

sions, and trades for the school library. At the Lexington High School, Lexington, North Carolina, much emphasis is placed throughout the year on home room guidance. The Honor Society desired to instill in the freshmen and sophomores an interest in and an incentive toward the principles of the organization. To integrate these two ideas the members of the Society plan a series of home room programs early in the year. In groups of three, programs were presented for six consecutive weeks based on these principles. What is termed a campaign of information and inspiration is sponsored by the Russell High-School Chapter, East Point, Georgia. The campaign begins with a freshman-sophomore assembly. The second step is a series of programs for home rooms sponsored by the Society. The third step is the filling out at the end of the year of activities sheets by those students of all classes who rank in the upper third in scholarship, and these sheets follow them throughout their high-school career, so that the faculty have a cumulative record of activities upon which to base selections. ,

The big brother and sister idea is used by a number of chapters to help in orienting newcomers and to acquaint them with the Society. At the Junior-Senior High School, Englewood, Colorado, three freshmen are adopted by each member of the Society who is responsible for looking after them until they are well enough acquainted to look out for themselves. This system is combined with a series of assembly and home room programs for the benefit of the newcomers. At the chapter in the High School at Crawfordsville, Indiana, the principal assigns each member to a certain number of students. This member is responsible for making his or her group familiar with all about the school such as passing in the hallways, lockers, study halls, courses of study, activities, lunch rooms, and parking of cars and bicycles. In addition to the two guidance assemblies for students who enter the following semester, the National Junior Honor Society at Cammack Junior High, Huntington, West Virginia, maintains a committee of members to act as guides to new students, especially those who enter during the semester. This activity grew out of the realization of the fact that new students often find it difficult to adjust themselves to a program which is strange to them and from a desire of the Society to show real friendliness and helpfulness to newcomers.

JOURNALISTIC ACTIVITIES OF THE NATIONAL HONOR SOCIETY

The chapters of the National Honor Society, wherever the opportunity has not been preëmpted, have, in their schools, stepped into the niche and maintained the fourth estate on a high level. Many Societies find publication projects of one kind and another a significant medium for realizing the cardinal principles of the organization, especially those of service and leadership.

The summaries of the activities of the different chapters for the past three years show nineteen distinct publication projects as follows: School handbooks; editorial board for the school newspaper; columns of scholarship sections in the school newspaper; the school yearbook; school histories; volumes of original writing by students; a school research paper; a local P. T. A. bulletin; a bulletin for home rooms; a directory of school regulations; an alumni news letter; a scholarship bulletin for each grading period; a guidebook on school manners; a Chapter history; a section of school news in the local newspaper; a volume of state history; a booklet of study helps for students; a book to acquaint the public with the schools; and a weekly bulletin of announcements. These are all edited and published as chapter projects and are not general school projects in which members of the Society participate.

One of the publications which serves a very real purpose in the modern high school is the student handbook. In many schools the handbook is compiled and published by the student council. In other schools it is a coöperative enterprise of the student council and the chapter of the National Honor Society. A few specific examples of the part which individual chapters play in issuing the handbook will be given.

Due to the diverse interests and backgrounds of the students, the high school at Scotia, New York, was for a number of years confronted with the difficult problem of orienting new students. In 1934-35 the members of the National Honor Society chapter volunteered their assistance in helping the principal and teachers solve the problem. After considerable dis-

cussion, it was decided that if they could have some concrete information to present to the new students on entrance to the school that it would be definitely helpful. This resulted in the publication of the handbook, which presents the rules, regulations, traditions, scholastic requirements, and the activity program of the school. The principal of the school reports that the handbook is such a valuable device that neither faculty nor students would think of being without it.

The Amulet Chapter of the National Honor Society at Shillington, Pennsylvania, has issued an orientation handbook on school activities every year since 1931. Each year in preparation for revising it a survey is made of handbooks from other schools and the material which results is used not only to improve the handbook but the entire program of the school. At first the cost of printing the book was the greatest obstacle, but the board of education now recognizes the importance of the book and contributes substantially towards its cost. Each student and teacher is presented with a copy the first day of school. The guidance teacher uses it for orientation work among freshmen. Home room teachers find it useful in educational guidance. The student council uses it as a means of coordinating the program of the school and keeping in close touch with all groups and agencies. Almost all students carry copies of the publication throughout the year.

The project of the George Washington High-School Chapter, Indianapolis, Indiana, which is considered one of the most valuable contributions to school life and to the students participating, is the publication of *The Gist*, a handbook of information about the school. The chapter chose the name, *The Gist*, as appropriate because General Washington's forest guide was Christopher Gist. After the members had collected and studied many handbooks, an outline was made. They planned to make the booklet small enough to go into a boy's pocket or a girl's purse. Suggestions were received from all teachers and many students. A dummy was made, the material was carefully edited, and was printed in the school print shop. The first edition of one thousand copies was sold by chapter members at five cents each during the first week of the sale. Three editions of two thousand copies each have been published since the beginning of the project in 1933. The handbook is now used as a text in the orientation course for freshmen.

Members of the Hartsville Chapter, Hartsville, North Carolina, consider publication of the handbook, *Hartsville Highways*, the most valuable single contribution they have made to school life. The project developed in this manner: Four years ago the Society decided to make itself responsible for serving some of the students who wished to buy paper and pencils at school. A few packages of paper and a handful of pencils were bought on credit to meet this need. This was the beginning of the well-supported stationery store, the Green Counter. With the growth of business and the incoming profits arose the question of what could be done of most benefit to the school. For years the Society, in connection with the freshman orientation program, published a mimeographed handbill giving general school information which was given to each student when the school opened in the fall. Finally, with the financial resources of the Green Counter, it was decided to print in place of the handbill a modern handbook to contain information of value to all members of the school and to present it free to all newcomers. The first issue was printed last summer and presented to all persons connected with the school on the opening day. The handbook serves the following purposes: (1) A source of information on school life as nearly complete as it can be made; (2) An integrating force in the school; (3) an interpretation of the activities of the school to the community; (4) Through exchange of handbooks with other schools, it serves as a means of exchanging ideas and a source of contact with educational institutions in different sections of the United States.

Among the other handbooks published by chapters of the National Honor Society are the *Student Handbook*, C. E. Glass High School, Lynchburg, Virginia; *The Web*, Concord High School, Concord, North Carolina; *The Cherry and Black*, William Penn High School, New Castle, Delaware; *Red Book*, Sheboygan High School, Sheboygan, Wisconsin; *The Handbook*, Norristown High School, Norristown, Pennsylvania; and *The Guidebook*, Soldan High School, St. Louis, Missouri.

An activity of the secondary school which has developed almost parallel with the National Honor Society is the school newspaper. Fifteen years ago there were few school newspapers to be found in secondary schools, but to-day papers are to be found in a great many schools. It has been estimated

that there are at least 10,000 school newspapers in the junior and senior-high schools of the United States. The aim of many chapters of the National Honor Society is to try to do those necessary and desirable things that no other school organization covers. Therefore, a number of societies have assumed responsibility for starting and publishing school newspapers as regular projects.

The Wayne, West Virginia, Chapter considers its outstanding project that of publishing the school newspaper. At the beginning of the last school year, the Society discussed the fact that the school was without a paper and decided to get one started. Because no member of the faculty had received training in journalism, none was willing to undertake its sponsorship, but the students were not so easily discouraged. The first issue was a mimeographed sheet, but it has been steadily improved until now it is a full-sized printed publication which compares favorably with other school newspapers published by small high schools. The advertising income is sufficient to cover all expenses and students receive the paper free. The faculty and students are very proud of the paper, and even prouder of the fact that it is of, by, and for the students. It is meeting a real need of the school and serves as a medium for student expression and a link between the homes of the community and the school.

Members of the Emerson Chapter, Gary, Indiana, are publishing a mimeographed school paper this year. The Chapter undertook to meet the need for some form of expression through a publication. By vote of the members the name, *Blast*, was selected; obviously a monthly publication cannot be a *news* paper, so the publication is designated "an organ of student opinion designated to create a finer school spirit." The work is entirely extra-curriculum. The first issue of five pages was given away and students were asked whether they would be willing to pay two cents for future issues. The second number had ten pages and the later numbers contain twenty pages. The paper met with success at once. More than eight hundred copies of the March issue were sold in a high school of one thousand students. Students are enthusiastic and the faculty have been generous in their judgment upon the shortcomings of the paper. Any student may contribute. All members of the Chapter work together to edit the material and produce the

paper. The money earned will go to the project of furnishing a student club room in the school.

Beginning in 1922 the Equi-Chapter, Olney, Illinois, started the first student publication as a section in the local county paper. It was successful until the school as a whole wanted to publish it, the principal reports; then gradually due to certain demands of the county papers and other problems, the interest declined. It was not until the Society began to sponsor it again that it really was restored to its former position as a vital part of the school. It is a builder of school morale, a unifying force, and a promoter of the welfare of the school.

Bellaire High School, Bellaire, Ohio, has no journalism department nor has it facilities for printing a school newspaper. For a number of years, a local newspaper met the need for a school organ by publishing a page of school news every two weeks. Copy for this page was, of course, prepared by a staff of high-school reporters. But neither faculty nor students were entirely satisfied with the results. Recently when the commercial department suggested a mimeographed newspaper, the idea met with a prompt and enthusiastic response. Since the National Honor Society Chapter had no special project planned for the year, the members were quite willing to assume the responsibility for the undertaking. Immediately they organized themselves and took over all the details of publication. A member of the English department directs the editorial staff while the business or mechanical details are supervised by a commercial teacher. The paper has been a decided success from the beginning, at least, if student opinion is any indication. As the members learn more about their new project, they hope to continue to raise the standards and quality of the publication. In the meantime they are enjoying a new experience and feel that they have a very real and important part in the high school-community.

The contribution of chapters of the National Honor Society to school life through special publications to serve some particular need in their schools is as important as their work in connection with handbooks and newspapers. The resourcefulness of certain societies in originating unique publications is especially to be commended. With the encouragement of their sponsors, the students in many instances have produced publications which brought together important material on

school problems, and improvement in the school-community has been the result.

The idea for the booklet, *A Guide to Good Manners*, originated in the National Honor Society of Lincoln High School, Cleveland, Ohio. Within a day after the work began, it became apparent that the National Junior Honor Society had discussed a similar project. A committee of the Senior Society assembled a number of precepts; these they submitted to the whole group, to the junior members, and to the faculty council, all of whom offered suggestions. The committee, with the help of the sponsors of the Junior and Senior Societies, organized and edited the material. A student in the art department designed the cover page and the print shop of the school printed the booklet. All members of the school received copies. The city school librarian asked for copies for every school library. Several schools in Cleveland have purchased the booklet for use in classes. Various schools in Ohio, New York, and Texas have ordered copies of the booklet. One teacher used the booklet, at the beginning of each semester since its publication, in office production classes. The Junior Society has prepared a series of questions for use as a basis for studying the various principles outlined in the booklet. A class in French is now translating it. The comment of a teacher was, "It creates a feeling of good will." The Society plans a second edition of the booklet in the near future.

About three years ago the James Ford Rhodes Chapter, Cleveland, Ohio, started to compile a volume dealing with study habits. This resulted from an obvious need for placing in the hands of freshmen and sophomores something which would lead to more effective preparation of assignments and more efficient study habits. In discussing the problem, the Chapter members came to the conclusion that if many of the ninth- and tenth-graders were given a few concrete and definite suggestions in regard to efficient studying they would derive much more benefit from all their courses and would find their high-school careers much more enjoyable. Beginning three years ago, each graduating member was required to write a short essay on points which he had found helpful in studying. He was asked to make his essay concrete—not theoretical—listing definite devices which he had found helpful in getting his lessons quickly and thoroughly. From these the

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volume, *Study Habits*, is being compiled and will be ready for use by the next class of new students.

Town District High School, Clayton, Missouri, reports the publication of an *Alumni News Letter* as the activity considered most valuable. A questionnaire was developed and sent to all graduates. Information was requested on such topics as the following: Date of graduation, activities in high school, name of college attended, honors won since graduation from high school, activities in college, marriage, profession, hobbies, and travel. Gleaning information from the replies and composing the *News Letter* was an interesting venture in journalism for the members. The information was organized and published in the form of a newspaper and enclosed with an invitation to each alumnus to attend the annual initiation ceremony and reception. The project resulted in establishing closer contact with former students and much good will for the school. The members plan to repeat the project this Spring.

Another type of publication is issued by the Lake Chapter, Leesburg, Florida. As assemblies are held where general announcements may be made only on Monday and Friday mornings, the Chapter issues a weekly bulletin on Thursday mornings to each home room. These are read during the home room period and then posted on the bulletin boards in each room. The bulletins contain special announcements of interest to students, teachers, and comments on school work and activities. In addition to these, the bulletins each contain two carefully selected quotations appropriate to the activities of the week. All students and teachers of the school have found this project of great service and a means of keeping closer to all movements and activities which concern the school. Issuing the bulletin has been a project of the Chapter for three years and its usefulness has increased with time.

The desire to raise money to pay expenses to a state convention of National Honor Societies resulted in the La Grande, Oregon, Chapter starting a publication which proved a valuable contribution to the school. After consideration of a number of ways in which money might be raised with which expenses might be paid, the Chapter decided to publish a book which would combine the features of a student directory, a book on etiquette, and the history and traditions of the school.

The name chosen for the book was *Tiger Who Book*. Edited by members of the Society, the book contains a classified list of students' addresses and telephone numbers, pictures connected with school activities and buildings. Five hundred copies were sold at twenty-five cents each in a school with an enrollment of seven hundred. The book not only contains information of interest and practical benefit but it is an attractive souvenir of the school.

SPECIAL GROUP STUDIES AND RESEARCH PROJECTS

The resourcefulness and initiative of many National Honor Society Chapters in originating and carrying to successful conclusion group studies and research projects is further evidence that the Society is making a vital and wholesome contribution to school life and to student growth. Most of the projects of this nature which have been reported have grown out of a definite need or problem within the school. They indicate reflective thinking on the part of students combined with a desire to do something beneficial to the school and for their fellow students. They emphasize coöperative endeavor for school improvement.

The comprehensive summary of the activities reported during the past three years by chapters contains many of such group studies and research projects. Among the most significant of these are: Collecting information for use in educational and vocational guidance; compiling data on needs of the school for the board of education; making lists of school problems for use as a basis for home room and student council programs; publication of a school research paper; preparation of helps of various kinds for the benefit of other students; gathering information on local history; survey of unemployed youth in the community; questionnaire study of the needs of the community; survey of study habits of honor students; survey of status of scholarship in the school; studies of causes of failure in the school; and a study of the causes of lack of coöperation on the part of certain members of the student body.

Concrete illustrations of some of these activities described below illustrate the methods and techniques used. An important objective of secondary education is to train boys and girls to work coöperatively with others. Another aim is to give them practice in carrying out the elementary principles of research in connection with various projects. Such activities as those described below contribute to these aims as well as others equally important.

Oregon City, Oregon, is the center of much of the early history of the Oregon Country, its history dating back to 1829. The project of a survey of local school history by the Alpha Chapter, Oregon City Junior High School, was inspired by the fact that Barclay School, a pioneer school of the state, was to be razed and replaced by a modern structure. After reorganization of the Society in the Fall a committee was appointed to plan and carry on such a survey. The plans of the committee called for: (1) Interviewing early residents and their descendants; (2) Searching in old files of local newspapers; (3) Studying old school district records; (4) Research work in the local library and in Portland; and (5) Research work in the library of the Oregon Historical Association. The work was divided among several sub-committees, members voluntarily offering their service in the field which most interested them. Practically all work was done outside school hours. Because of the wealth of local historical material, it was impossible to complete the project in one year, and it has been carried on through a second year. The project is not only valuable from the educational standpoint but when it is finished it will help to preserve a record of local history in which all citizens are very much interested.

A project of similar nature but limited to a study of school history was successfully carried out by the Fasces Chapter, Elkins High School, Elkins, West Virginia. The state department of education asked each school in the state to make a study of its history to be published as the *History of Education in West Virginia*. In Elkins High School the Chapter decided to undertake the project for the school and to devote most of the year to it. The group of members was divided into four committees, each of which was to assemble facts about a particular phase of the history. A list of questions was submitted to the committee chairmen for use as a guide in research. One committee was to discuss the origin of the city schools. Much valuable information was obtained from the older residents of Elkins about the first school, its pupils, teachers, curriculum, and activities. A great deal of Elkins' early history was discovered in the investigation. The development of the school system was traced by another group, who took much data from the city records. From a one-room frame building to the present organization which

consists of three elementary schools, one junior-high school, and one senior-high school, there has been a great advance. The coöperation of local civic clubs with the schools was reviewed by still another committee. The principal organization in connection with the schools was found to be the Y. M. C. A. Finally, the history of Elkins High School from its beginning in 1904 until 1936 was offered in complete form. This included a record of each of the thirty-two classes in addition to what has been mentioned. Graphs were made showing the main facts about the schools through the years. There were three of these: one two-toned bar graph showing the relationship between the number of pupils entering high school and the number graduating from the same group; another comparing the size of the graduating classes from year to year; and a third depicting the total enrollment in the school during the time of its existence. This material was gathered and compiled in about six weeks. Several copies were made and there are plans for the history to be enlarged by the Society each year.

The most outstanding projects of the Jamestown, North Dakota, Chapter was writing and publishing a history of the school as part of the fiftieth anniversary celebration of the school. All the work of collecting, editing, and organization of material was done by the Society working as a unit. Money for the publication of the volume was raised by selling over four hundred subscriptions. The Society organized itself into a staff and various members were assigned to get the history of different school activities, to go through the minutes of the meetings of the board of education during the past fifty years, hunt up records of the alumni, and various other tasks connected with the assembling of information. Following the publication of the history, the senior class plans to base its commencement program on the history of the school. Members of the Society will make the principal addresses dealing with the development of education in the town of Jamestown.

Shortridge High-School Chapter, Indianapolis, Indiana, is writing a permanent history of the Chapter which will include a record of each member since graduation. The Society will spend several years in completing the work as it is desired that the history be as thorough as possible and contain information which will become a priceless possession

of the school. An outline asking for specific information was sent to the group of graduates included in this year's study. Each graduate was also instructed to send any information about himself or herself not covered by the outline. Among the items of information asked for on the outline, the following are the chief points: Are you married? Name of husband or wife, if married; Did you continue your training after graduation? If so, what degrees have you received? Did your high-school training adequately prepare you for college? Has your high-school training helped you in securing and keeping employment? Do you have suggestions to make for the improvement of the school as the result of your experience? Give a record of your employment since graduation. Have you written or invented anything? Have you a hobby? Can you tell us any unusual or interesting experiences you have had? What are your plans for the future?

Lew Wallace High-School Chapter, Gary, Indiana, sponsors a project which involves the ranking of students in their respective grade levels at the end of each marking period and also at the end of the semester according to final averages. The inception of the plan sprang from the need for accurate data in respect to a student's relative ranking within his own grade level. Besides practical considerations was the desire of the members to do something constructive for scholarship in their school. The names of every student in each grade level—9B, 9A, 10B, etc.—are placed in blank forms as a permanent record. The ranking takes place four times a semester, at the end of the first three marking periods, and the end of the semester. An A grade is counted as four; B, 3; C, 2; D, 1; and F. O. The numerical value of a grade is multiplied by the number of points the subject carries. The number of grade points are added and divided by the total number of credit points. The result is carried out to three decimal places. The forms are stacked according to relative ranking in each grade level. In cases where several students have the same ranking the median is taken for the ranking of all. Typewritten copies of the rankings are placed in the hands of each home room teacher at the end of every grading period. Each of these lists are divided into two sections—the first part containing the names of those ranking in the upper fifty per cent; the other listing the lower fifty per cent.

The first list is placed on the bulletin board of each high-school home room. The second is kept by the individual teacher for personal conference data, but under no circumstances to be posted. Due to the competitive element a steady increase in scholarship average each marking period has been noted. The crowds around the bulletin boards after the posting of the rankings attest to the popularity of the project.

At the beginning of the school year the Chapter members of Artesia High School, Artesia, New Mexico, felt that they could best help in the home rooms. In a meeting of the Chapter, after considerable discussion of the situation, a committee was appointed to make a survey of conditions and submit a report which would include suggestions for improvement. The study was carried out by means of several weeks of observation of the home rooms, conferences with students and teachers, and questionnaires submitted to the entire school. The recommendations made by the committee centered around the following: (1) Qualifications for officers of the home room organization; (2) Listing of talents of students; (3) Program for the day; and (4) Mimeographed form for minutes. The first would eliminate incapable officers; the second, provide better programs; the third, eliminate the slipshod manner of conducting home room meetings; and the fourth, provide a means of recording activities. These plans were discussed by the Society, and presented to the student council, the school legislative body. C. D. Marshall, principal, when asked the attitude of the school toward this project, said: "It has aided in conserving time; provided the home room with better records of what has and has not been accomplished; provided the best type of leadership; caused business to be dispatched in accurate and orderly manner, and obtained information for records to be used for administration of an adequate program of guidance."

The Waukesha, Wisconsin, Chapter has carried out two studies during the past year. The first was designed to improve school activities through an activity honor point system. As a basis for working out the point system a study of the relative importance of all activities in the school was made. The second study had for its purpose to improve courtesy among students. As a basis for a campaign to improve courtesy in the school and to impress students with its

importance, each student was asked to rate (1) the school as a whole A, B, C, D, in courtesy, (2) to rate himself or herself on sixteen questions dealing with courtesy, and (3) to write out the problems of etiquette which he or she would like discussed. In the self-rating chart which was given to each student, the following sixteen questions appeared: Do you listen when a teacher is speaking? Do you give courteous attention in assembly? Do you give courteous attention in pep meetings? Do you pick up paper in the halls? Do you try to avoid bumping into people in the halls? Do you say "Thank you" when you get a pass? Do you say "Thank you" for special help? Are you courteous to your neighbors at all school entertainments? Do you open doors for people when you should? Do you introduce people correctly? Are you considerate of those whose lockers are close to yours? Do you keep your voice well-modulated? Do you annoy your neighbor in study hall? Do you put your own wastepaper in the basket? and Do you spread school gossip?

The Nyack High-School Chapter, Nyack, New York, is performing a real service to the school by keeping a record of all graduates. The project started last year with a survey of all graduates from 1925-35. The project was started because of the interest in occupations and vocational training in high schools, and as a means for answering the inquiries of high-school students as to the value of academic training and college education. It was planned by the Society with the help of the faculty adviser and the school superintendent. The first step in making the survey was compiling a questionnaire and sending it to all graduates. This was followed by letter and telephone. The questions asked were as follows: What schools have you attended since leaving Nyack High School, and what degrees have you earned? Did you earn any part of the expenses of your education? What scholarships have you held? Are you married? What is the nature of your employment? What was your salary two years after leaving the last school you attended? The questionnaires were, for the most part, filled out and returned quite promptly. The tabulated results have brought out many facts which are interesting as well as useful to future Nyack High-School graduates. A card file with the data has been kept in the school office, and each year the Society attempts

to bring the information up to date. The report of the survey was mimeographed and a copy sent to each graduate. One feature of the report is a special edition devoted to the records of the National Honor Society members since graduation.

Last year the Cony High-School Chapter, Augusta, Maine, investigated the study habits of the members of the organization. Questionnaire-tests were given each member and the results of the study made the basis of an assembly program and a series of home room guidance programs. The local newspapers carried the results of the study and an account of the assembly program. Questions such as the following were asked on the questionnaire: What time do you think is best for home study? Can a student study best alone or with others? Is it helpful to study with the radio going? How many hours per day should be spent in home study? What are the conditions most favorable to study? What are some of the devices which you have found helpful in preparing your lessons? When should Monday's lessons be prepared? Do you use the dictionary regularly? How do you review for examinations? and Do you try to do more work than is required by the teacher?

The most interesting project of the Chapter at Central High School, Madison, Wisconsin, during the current year was a study of the progress of alumni members. The first step was to locate the members. As soon as all addresses of former members had been verified, the Society proceeded to find out all possible information in regard to their progress since graduation. Most of the information was collected by means of questionnaires and direct correspondence with alumni. The results of the study were featured in a special number of *The Madison Mirror*, student newspaper of Central High School. The special edition presented the records of all members of the Chapter since graduation. Many of the letters from alumni are published in full. The art department of the school contributed cartoons which illustrated the ideals of the National Honor Society as reflected in the accomplishments of alumni members. Since the founding of the Chapter in 1931, one hundred twenty-eight students have been elected to membership. Of this number,

seventy-two have attended institutions of higher learning, and forty-nine have been graduated and found employment.

The Norristown, Pennsylvania, Chapter reports a project called the five-year graduate file, which includes information on graduates for the past five years. The file includes the names and addresses of graduates, home addresses, occupations, record of those who continued their education, and other items of significance about each individual. For the twenty members of the Chapter to contact all graduates, to report the results, and organize the information in proper form in the file, was a research project of no small task. It is felt that the efforts required to do this was of value, for it gave the school an annual contact with its former students. It furnished immediate information to business firms seeking employees. The Y. M. C. A. and the Y. W. C. A. have frequently gathered information from the file. The school, itself, can see the trend of its graduates and use the information as a guide in building and revising its curriculum.

MISCELLANEOUS CHAPTER ACTIVITIES

CAMPAIGN TO KEEP THE SCHOOL OPEN

Concord, North Carolina. During the year 1935-36 the members of the Invictus Chapter of Concord High School took as their major project that of restoring their school to the accredited list of the Southern Association of Colleges and Secondary Schools. In order to do this it was necessary to finance keeping the high school open for nine months instead of the eight months to which their depleted funds forced them. To this end the members canvassed the parents and asked them to agree to pay five dollars for the extra month for each son and daughter they had attending school. Many responded to the appeal and were very glad to coöperate by donating the amount required. The members also approached various service clubs of Concord, most of which responded wholeheartedly. After the enthusiasm of patrons was aroused, it was decided to petition for an election to vote for a supplementary tax to supply the needed money to have the ninth month of the high school added. On election day the proposition was carried and thus the work of these faithful members of the Concord Chapter restored the high school's membership in the Southern Association.

WHAT! A SPELLING BEE?

Dayton, Ohio. During the past two years the Ace Chapter at Stivers High School has sponsored a mammoth spelling bee as an annual event. That such an activity is at all possible is due to the enthusiastic coöperation of school officials, teachers, and students. And they are enthusiastic, according to the Chapter's report. The members wanted to sponsor a project which would be educational as well as entertaining and would create interest throughout the entire school. From this earnest desire the spelling bee has resulted. The entire school participates under uniform rules. The first spell-down is held in the individual rooms, representation in the semi-finals being ascertained from the enrollment in each room. The semi-finals take place in the school auditorium a few days later, after school hours. The number of contestants is then reduced to

twelve, the finalists. The finals are held before an enthusiastic audience of students and teachers. The winner receives a handsome trophy presented by the Society, and his name is engraved on a cup in the trophy case. The runners-up are given ribbons or pins. The spirit which the popular spelling bees of frontier communities aroused in the early days of this country was no greater than the enthusiasm which greets this annual event at Stivers High School.

A CHAPTER ROOM ADDS INTEREST AND ENTHUSIASM

Chattanooga, Tennessee. This year for the first time since the John A. Shelton Chapter of the Hardy Junior High School was chartered in 1931, the organization has a Chapter room for its sole use. The room was made possible through an addition to the school building made during the summer. Enthusiasm ran high among the members when the principal told them that the room was theirs, to use and furnish as they chose. The room was furnished at a cost of fifteen dollars in addition to the chairs and tables secured from the school. The central decoration of the room is a large Junior Honor Society emblem cut from wood with burning candles in colors to represent the four cardinal principles of the Society. The emblem hangs in the front of the room just beneath the charter. The room has added immensely to the atmosphere of meetings and the general spirit of the members. The Society sponsors the publication of a small booklet entitled, *Who's Who at Hardy*, which contains a list of the students who have won honors and distinctions during the entire year. The book includes honor students, Honor Society members, commencement speakers, students making the six-weeks honor roll, perfect attendance records, and other awards. The proceeds from the sale of these booklets will be used to finance the annual banquet.

RECOGNITION FOR VALEDICTORIAN AND SALUTATORIAN

New Kensington, Pennsylvania. Members and faculty council of the New Kensington Chapter point with pride to the project which they have conducted for the past six years. Annually the valedictorian and salutatorian have received from the board of activities ten dollars each as a recognition for their outstanding scholastic achievements. Ten years ago

a public spirited citizen of the community, desiring to show recognition for something besides scholarship, suggested awards for citizenship. Each year he presented a ten-dollar award to the boy and the girl who showed the most outstanding qualities of citizenship. The National Honor Society, thinking that this was an excellent project, continued the presentation when this citizen had left the community. At commencement time the faculty council makes the selections, which are judged on the basis of citizenship qualities. The boy and girl who receive this award are selected for class valedictorian and salutatorian.

HONOR SOCIETY WORK DAY

Northport, Alabama. Each year the Tuscaloosa County High-School Chapter selects a project in order to render some service to the school. The members try to select something which will be useful and beneficial. Last year the Society bought a beautiful honor plaque, which now hangs in the entrance hall. This year the members decided to give robes for use in future initiation ceremonies. As this was an expensive gift, the Society was puzzled as to the method of raising money with which to pay for it. Finally, a plan was adopted by which the members could secure the money easily. By this plan a committee was to secure one-day jobs for each member of the Society. The money received was to be contributed to the project fund. Almost all the firms in the town were willing to give the members work. Some students worked in the offices of the probate judge, city clerk, and county solicitor, in various departments of the University of Alabama, department stores, and other places. The members were enthusiastic about this work. They found it interesting and enjoyable. It gave them training both in securing jobs and in doing work which will be of value to them when they have finished school. A number of employers offered to recommend them, if ever they should wish to apply for a permanent job. No specific wages were asked for, and the amounts received by different members varied from seventy-five cents to two-dollars fifty-cents. Over thirty dollars were earned in one day. The members were so pleased that they decided to set aside a day each year as work day for the benefit of the project fund. If other

chapters are having trouble with money matters, the members of the Tuscaloosa County Chapter invite them to give this plan a trial.

PARADE OF PROJECTS AT MARION HIGH SCHOOL

Marion, North Carolina. The local chapter has undertaken a number of projects since its organization in 1930. In 1931 the Society started a school column in the city newspaper which aimed to present a cross-section of the everyday life of the school. In that same year they also instigated the organization of a student council which has since been an important factor in the life of the school and an aid to the principal in the administration and control of the school. In 1932 the Society undertook the publication of a book composed of verse written by students of the school. This project occupied the greater part of the year. Every year the Society sponsors a drive to raise money for the purchase of library books and serves as a committee of assistant librarians. In 1936 the Society wrote and produced a two-act play for National Book Week. Perhaps the outstanding project has been the development of an impressive induction ceremony.

ACQUAINTING THE SCHOOL WITH THE CARDINAL PRINCIPLES

La Junta, Colorado. Every year the four cardinal principles of the National Honor Society—leadership, scholarship, service, and character—are written on the blackboard in every room as a constant reminder to all students. The words inspire ambitious students to uphold the honor of the school, to put forth more effort in studies, and to strive to become leaders in various phases of school life. The members of the Society have found that this method together with home room and assembly programs is a convenient and effective means of acquainting the student body with what the organization stands for and arousing the interest of all in striving to attain a level of scholarship and citizenship which will entitle them to election to it.

SERVICE TO THE SCHOOL LIBRARY

Birmingham, Alabama, Minor High School. With the coming of three hundred new students to the Minor High School at the beginning of the term, the library facilities

proved inadequate. The Chapter decided to do its bit toward building a library which would meet the needs of the school. In tune with the slogan of the Society, good citizenship through service, the members presented a play as a means of raising money for the purchase of books. In this way many needed volumes were added. Students were asked to donate books to the library whenever possible. Just now the Society, with a solicitor at work in every community represented by the school, is collecting soap wrappers, the proceeds of which will go to the library.

A BOOK FOR HOME ROOM REFERENCE

Clinton, Illinois. Copies of the book *How to Make Good* by Alfred T. Hemingway, have been purchased and presented as a gift to each home room by the Chapter of Clinton Community High School. This book contains valuable information on character building, choosing a vocation, orienting oneself to his environment, getting along with people, and making the most of opportunities. It is a book of common sense and everyday facts which contribute to success in all lines of work. The book has proved helpful in planning home room programs and home room guidance activities. The books were paid for from the annual dues of members.

A PUBLICITY SCRAPBOOK

Oak Hill, West Virginia. The Oak Hill High-School Chapter has received so many calls from newspapers for articles dealing with the various activities that a publicity manager has been elected. As a convenient and systematic method of handling the publicity of the Chapter and to serve as a permanent record for the school, a publicity scrapbook is kept. The book is a loose-leaf affair which makes it possible to organize the material in a way which is attractive and will serve the purpose for which it is intended. The publicity manager writes stories of the activities, collects the clippings, and arranges them in the book in permanent form. He also keeps a record of the assignments made to the various members and follows up to find out how well they are carried out and the results obtained. He is responsible for seeing that activities are reported in the high-school newspaper.

SPONSORSHIP OF ALUMNI DAY

Plymouth, Massachusetts. This year, during a meeting devoted to the discussion of possible projects, the Honor Society of Plymouth High School decided to sponsor an alumni day to welcome former students and invite them to visit their school. As a new school building had just been completed, the plan seemed opportune. The secretary sent letters to all former members of the Society and to the officers of the ten previous graduating classes asking them to act as advertising agents for the project. The school newspaper and local newspapers coöperated by helping to promote the event. Special invitations were sent to former students now attending colleges asking them to act as special representatives of their school during the day. Alumni day was scheduled for a date just before Christmas when such students would be likely to have vacations. During the day, the Society members acted as hosts to welcome the members, introduce them to other students and new faculty members, and see that they were entertained properly. A special assembly was held in which former students participated. The main speaker was a former president of the Society who has since distinguished himself in public service. The alumni day was successful and it is planned to make it an annual affair to be sponsored by the Chapter.

ASSEMBLY PROGRAM ON CIVIC LEADERSHIP

Carlsbad, New Mexico. Civic leadership is the theme of a program which the Carlsbad Chapter has sponsored February 22 of each year since 1922. The date, of course, offers the basic objective of the program, and planning the program a year in advance gives assurance of a well-balanced performance. The main feature of the program is an elaborate assembly in which every member of the school participates. The objectives of the program are: To promote good citizenship in a democracy; to encourage coöperation in all activities; to give experience in planning and leadership; and to develop a sense of appreciation for historical events. Other activities of the Society include special campaigns for school improvement, the sponsorship of a local appreciation course, and special studies looking toward the solution of school problems.

HELP IN ADJUSTING CLUB ACTIVITIES

Lubbock, Texas. As there are twenty clubs in the high school, each year at the beginning of the term there is much confusion among students as to what the different clubs do, where they meet, and the requirements for membership. Acting on a suggestion from the principal, the Chapter decided to have made for each club a placard giving the name, place of meeting, description of activities, values of membership, and requirements which must be met by new members. These are placed over the doors of the various club rooms. Throughout the year the Society has stressed courtesy and cordiality toward other students and toward the teachers. At the present time a courtesy campaign is being waged under the leadership of the Society. In order to assure the success of the campaign, an effort was made to enlist the coöperation of all club and home room presidents and faculty members.

IN CHARGE OF THE COMMENCEMENT PROGRAM

Douglas, Arizona. Since the beginning of the second semester the project of the Douglas High-School Chapter has been planning the commencement program. This commencement program will be of the student-speaker type and will be based on the theme, problems facing youth to-day. As most of the class will participate in the program, much study and reading are required to collect information on the problems which young people are facing to-day. The Society is not only acting as a clearinghouse for assembling and organizing the material but is in charge of coaching the various students who will take part in the discussions of the various problems. Members have written to all agencies interested in promoting the welfare of youth to secure material on the topic. Much research has also been carried on in the library, sociology and economic classes, and in the clubs by the members. Newspapers and magazines of all kinds have been searched as a source of information.

GENERAL SERVICE ORGANIZATION OF THE SCHOOL

Tampa, Florida. The Chapter at the H. B. Plant High School is the school's most outstanding general service organization. The constitution of the student organization requires

that the chairman of the department of academic affairs be a member of the National Honor Society. This department places in each study hall during the day a student assistant to help other students; it aids the Florida State Fair Committee from the school faculty; it selects outstanding school work for the educational museum; it announces college scholarships; it assists the faculty members with poster and essay contests; and it carries on other similar activities that come within its jurisdiction.

CHAPTER PROMOTES DRAMATICS IN THE SCHOOL

Pierre, South Dakota. The one project which the Pierre Chapter believes to have contributed most to the life of the school and to the students participating is the promotion of dramatics in the high school. Due to local conditions, there had grown up an idea that school dramatics had little or no place in the program. Stage facilities in the school were poor and rent for local theaters was high. Students, particularly boys, lacked interest in the activity. The situation was discussed at one of the round-table forums of the Society which decided to do something to increase interest in dramatics. Its first act was to borrow money to improve the school stage. Then it started producing plays. For the first two or three performances, all male members of the Society took part, and as some of them were athletes and debaters, they helped to break down prejudice against the activity. Interest has increased by leaps and bounds and now there is a rivalry among students to participate, and there is large attendance at each performance.

IMPROVEMENT OF SCHOOL MORALE

Seaside, Oregon. The greatest achievement of the Chapter of the National Honor Society to Union High School is its improvement of school morale. The members, as the outstanding leaders in the school, form a link between student body and faculty. They are constantly thinking up some project or promoting some cause in the interest of the school. Recently when there was felt a need for better order in the roll rooms, the Society stepped in to make itself useful. Each member is assigned to one roll room for a week, at the end of which he moves to another, keeping data on whatever conditions

and incidents he considers of advantage or otherwise to students therein. At the end of each six-weeks, a vote is taken to decide which is the best roll room. Students in the winning room receive a half holiday. The system has resulted in a decided improvement in the morale of students.

SOCIETY BUYS TECHNICOLOR AND SOUND PROJECTOR

Port Huron, Michigan. The Port Huron Chapter has set for its goal the purchase of a technicolor and sound projector for the new Port Huron High School. The members have decided on this project because assemblies have shown the need of more complete auditorium equipment. The first step toward accomplishing the goal was to sponsor a performance by Armond, a nationally known magician, which netted sixty dollars. At the present time a campaign is being waged to get the coöperation of other students in the project. The Society has under consideration a number of methods of raising money for the purchase of the sound projector. The faculty is assisting in every way possible but to date no definite procedure has been decided upon for the raising of the money.

A BOOK EXCHANGE

Canton, New York. For many years the Canton High School has felt the need of some central agency where students could obtain and dispose of second-hand books. In recognition of this need, the Chapter of the Canton High School in 1934 established a book exchange. A day in June and another in September are set aside for receiving books. All books received are entered in a ledger, given a number, title, name of owner, and price. Five cents is added to the price of each book handled. This money goes into a fund and is used to buy books for worthy students who find it difficult to pay for their textbooks. Books are sold before and after school every day for one or two weeks at the beginning of each term with members of the Chapter acting as clerks. The book exchange has been a definite benefit to the school and its business has increased rapidly.

ASSISTANTS TO THE PRINCIPAL

Maplewood, Missouri. The chief contribution of the Maplewood High-School Chapter has been in the capacity of assistants to the principal to help with clerical work during study periods. The work includes all phases of office activity, such as answering telephone calls, receiving and taking messages, making and keeping files and records, and other duties in connection with the work of the school. A recent contribution has been help in compiling a file and making complete daily reports of vaccinations in coöperation with the board of health during a smallpox epidemic. At the end of the semester, the Society helps prepare program cards and schedules for the students who will enter school the following term. The sincerity and efficiency with which all members apply themselves in this work is deeply appreciated by the principal.

SOCIETY SPONSORS BALLROOM DANCING CLASSES

Fairmont, West Virginia. The Montani Chapter of the National Junior Honor Society of Fairmont Junior High School is sponsoring ballroom dancing classes after school hours. The idea was suggested by the parent-teacher association of the school. As a result of the desire of the parents, the Society undertook the project. Committees were chosen to buy suitable phonograph records. Slips were mimeographed and sent to the homes for parents to sign, thereby showing their approval of the project. At first separate classes for boys and girls were organized, but they were later combined. Classes were supervised by the faculty members, who with the aid of the Society, acted as instructors. Out of an enrollment of five hundred fifty students, approximately two hundred attend the classes each week. The project has been successful and has been a definite benefit to the students participating.

AIDS TEACHERS

Hamilton, Ohio. The Chapter of the National Honor Society at Hamilton High School emphasizes projects of definite service to the school. As its personnel is made up of the leaders of all clubs and classes, it is in a position to coördinate the various efforts of students and to gain the coöpera-

tion of the entire school. If a teacher is unable to meet her classes, a member is called upon to act as a substitute for her. Members also serve as secretaries to teachers, work in the school office during study periods, and take attendance slips from all the classes to the principal's office.

SOCIETY SPONSORS HOMECOMING DAY

Haynesville, Louisiana. Claiborne Chapter at Haynesville High School sponsored in October, 1936, the first annual homecoming day. The purpose was to create a greater school loyalty and to unite graduates and students enrolled at this time. The first step was to compile an alumni mailing list from the school's files. Next a form letter was sent to all out-of-town graduates. Publicity was given the project through the school newspaper, the community newspaper, and by means of posters. A homecoming day queen was selected by the entire school. A contest was conducted and a loving cup awarded to the best decorated car. School classes, business clubs, and various organizations entered floats in the parade which preceded the football game. An alumni assembly was held and most of the former graduates were introduced. This is to be an annual event to be sponsored by the Society.

AMERICAN EDUCATION WEEK PROGRAM

Rahway, New Jersey. The most important contribution made by the Rahway Chapter this year was fostering activities during American Education Week. In preparation for the observance, a poster contest was conducted with the help of the art department. Day to day topics for discussion during the week were portrayed in the posters. These were exhibited throughout the building, and a faculty committee selected the best ones which were awarded prizes. All students wrote compositions on one of the themes suggested for the week, for which prizes were also given. The management of the leading motion picture theaters coöperated by running a trailer urging all citizens to visit the schools. On November 17, a general assembly program was held, at which time the theme, our American schools, was developed as follows: The proclamations of the president and the governor were read by Society members. The president of the Society gave a

talk on the history of the school. Another member discussed the changing curriculum, showing various vocations and courses which students may choose for their life work. He also showed the need for a changing curriculum as time progresses. As an example he pointed out the coöperative group, which is an organization of boys who desire to learn a trade while in school. Every two weeks these boys work at a local industry in order to gain experience in a particular line of work. The vice-president of the Society outlined and discussed new services to the community. Of particular interest to seniors who expect to continue their education beyond high school was the topic, the unfinished business of education. Discussion of the topic, education for physical efficiency, stressed a sound mind in a sound body. Last of the discussion topics was education for character.

A SCHOOL HONOR BOOK

Norristown, Pennsylvania. The local Chapter originated the idea of the honor book. This book, designed according to specifications laid down by the Society, is 12x15 leather-bound, with gilt-edged paper. In it are written the names of meritorious seniors who have brought honor to themselves and their school. The persons to receive this honor are selected by the committee suggested by the Society consisting of the high-school principal, the sponsor of the Chapter, the president of the Chapter, the president of the student government association, and a representative of the senior class elected at large. When a person is selected, his name is written in the book with an account of his record and the reason for his selection. The book is a roll of fame for the school. A school citizen looks upon having his name in the honor book as a prominent citizen does on getting his name in *Who's Who in America*.

LOOKING FORWARD ASSEMBLY; ATTENDANCE CONTEST

Cleveland, Ohio. Two projects sponsored by the John Marshall High-School Chapter might be of interest to other groups; namely, the so-called looking forward assembly programs and the attendance contests. The first of these has for its purpose to acquaint all new students with the requirements for membership in the Society, the awards of the

school, and other distinctions which may be earned. Among the things explained at this assembly are awards sponsored by the student council such as the honor and merit roll, service awards, prizes to most outstanding students in art, commercial, home economics, and industrial arts. Other distinctions which may be merited include highest marks in scholarship tests, athletic awards, prizes in English, Latin, French, German, music, and college scholarships.

The purpose of the attendance contest is to stimulate interest, through competition, in consistent, regular attendance, and to eliminate unnecessary absences. Awards are given to the home rooms of (1) seventh and eighth grades, (2) ninth and tenth, and (3) eleventh and twelfth, each month for the best attendance records. Winning rooms have choice of two awards: (1) Free admittance to the noon-movies for a week, or (2) Free admittance to a student council dance. A committee of the Society is responsible for: (1) Determining the percentage of attendance for each home room at the end of each monthly contest, (2) Making posters announcing the winners, and (3) Attending to all business relative to the carrying out of the awards.

VISIT TO STATE UNIVERSITY ART EXHIBIT

Savannah, Missouri. The Savannah High-School Chapter has carried out one very successful project and has planned a second one; the first for the benefit of the school and community, and the second for the self-development of members. The Society planned and conducted an ambitious art exhibit at the school last October. The Chapter made all plans, arranged the exhibit, advertised it, managed the ticket campaign, acted as guides and door-keepers, and arranged the musical entertainment for the evenings. Both students and citizens were delighted with the achievement.

The second project is a trip of two days to be made in a school bus to the University of Missouri at Columbus where members will be guests of former members. The group will return via Jefferson City, the capitol of Missouri. Many of the members will attend the university next year and are anxious to become acquainted with the institution and get a glimpse of college life.

CHAPTER SPONSORS ANNUAL RECOGNITION DAY

Toledo, Ohio. Early in May of each year the Morrison R. Waite High-School Chapter sponsors an annual recognition day. On this day two auditorium sessions are held: (1) A recognition service for freshmen and sophomores, and (2) A recognition and inspirational program for juniors and seniors. At the freshman-sophomore meeting four classes of students are recognized in encouraging the development of the National Honor Society ideals. These are: (1) Scholastic-students who are on the honor roll or have represented the school in scholastic contests. (2) Home room leaders—each home room teacher names one student who has rendered excellent service in home room leadership and activities. (3) Club-leaders or faithful workers in clubs for first or second year students or in musical organizations. (4) Athletes—those are mentioned who have worked hard on the freshman football squad or have excelled in other forms of athletics. A member of the faculty is asked to speak briefly in presenting each group. At the junior-senior session recognition is given any student who has given outstanding service in any school activity. A prominent citizen of Toledo then gives a talk on some phase of civic life.

A VARIED PROGRAM OF ACTIVITIES

Rochester, New York. Activities sponsored by the Edison Technical High-School Chapter during the past four years include: (1) Members arrange for and conduct two large school assemblies—the Christmas assembly and the Memorial Day assembly. (2) Every Society member belongs to the Edison Vigilantes Association which is directly responsible for the government of students in corridors, stairways, and other places inside and outside of school, not including, of course, that of classrooms while they are under the supervision of teachers. (3) Members have control of the sale of milk, ice cream, and candy at the school counter which furnishes funds for athletic activities and the Edison memorial scholarship fund. (4) Traffic duty on the streets adjacent to the high-school building is under the direct supervision of the Society. (5) The Society has charge of the trial of small cases where the rules of conduct established by the Vigilantes

Association have been violated. (6) The Society is in charge of the entertainment of visitors and sees to it that all visitors are courteously received and entertained during Edison's Know Your School Week.

ACTIVITIES IN BRIEF REVIEW

Englewood, Colorado. Members of the Englewood Chapter go before the service clubs of the city and present talks on The Value of Education. This is an annual campaign to increase appreciation and support for education. The Society has established coöperative relationships with the Parent-Teacher Association, the Junior-Woman's Club, the Lions Club, and the Junior Chamber of Commerce.

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Hartford, Connecticut. Wesleyan University recently presented three books to the Weaver High School in recognition of the superior scholarship of three members of the local chapter during their freshman year at Wesleyan. The awards were made in an assembly program planned and conducted by the Society.

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Bristol, Connecticut. The Bristol Chapter will climax the year of social and educational activities with a trip to New York for all members where the Metropolitan Museum of Fine Arts, the Museum of Natural History, and many other places of interest will be visited. Transportation will be furnished by members of the faculty and parents of students who have offered the use of their cars.

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Gilman, Illinois. Two activities of the Gilman Chapter during the past year have been outstanding: (1) A campaign to improve the library and to secure magazines and newspapers for it. The members were able to secure a number of pictures and paintings which have added much to the attractiveness of the library. They have also added many volumes and current periodicals. (2) The Society is sponsoring the presentation of a play to raise money with which to buy a motion picture machine for the school. As a mean of advertising the play the Society is selling tickets, making artistic posters, writing articles for newspapers, and distributing bills.

Danville, Illinois. The Danville Chapter assists in the administration of the school by holding joint discussion groups with the faculty. At the faculty-student discussion meetings such questions as the following are considered: (1) How can the assembly programs be improved? (2) Is the noon hour plan satisfactory? (3) What are some of the problems of students? and (4) How can the Society help to realize the objectives of education for the entire school? It also has an annual breakfast in June of each year to honor the newly elected members.

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Newcastle, Indiana. The Newcastle Chapter is in charge of the monitor system in the school. Its chief duty is to patrol the school and to help to keep all students in their proper places. This activity not only develops initiative and leadership but relieves the teachers who already have ample work to occupy their time.

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Fairfield, Iowa. The two activities reported by the Fairfield Chapter are: (1) The presentation of a play to raise money to pay for keys to be awarded the valedictorian and salutatorian of the school, and (2) A campaign among the home rooms to acquaint underclassmen with the principles of the Society.

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Augusta, Kansas. The Augusta Chapter serves as a committee to review new books received at the library. These reviews are published in school and community newspapers, and read in home room programs, clubs, and assembly. The purpose of this activity is to get new books advertised and to induce students to become interested in reading for recreation and enlightenment during their leisure time.

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Lynn, Massachusetts. A bazaar was conducted by the Rourke Chapter of the Breed Junior High School to raise money for charity and welfare work. Every member of the Society participated in the program or worked on one of the many committees which had charge of the many phases of the event. Lynn merchants donated and presented many gifts for the best numbers on the program. Sufficient money was

raised to give food and clothing to eight needy families at Christmas time with a small reserve left, which will be kept in the event that some emergency case should be called to the attention of the school.

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Liberty, Missouri. The service rendered by the Liberty Chapter which is considered most valuable is that of looking after absences. Not only does the Society keep a close record of attendance, but it also finds out the causes of absences. When a student is absent the third day, a member calls at his or her home to find out the cause. When a student is ill, the Society sees that he receives words of cheer and encouragement from fellow-students and teachers.

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International Falls, Minnesota. In Falls High School there are 175 students who ride the school bus and bring their lunches. For a number of years no attempt had been made to provide activities for these students. Last year the Chapter started a modest program for these students, and during the present year has tried to develop a larger one. The Society has raised funds to purchase equipment and has furnished leaders to organize and supervise activities during the noon hour. Basketball tournaments, volley ball games, checkers, and table tennis teams have been organized.

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Dearborn, Michigan. The Fordson Chapter has obtained permission from the student council to handle the sale of pins in the school. An official school pin has been designed and the Chapter in coöperation with the council and the *Tower Tribune*, the school newspaper, has conducted a campaign to try to get each student to wear a school pin. Any profit obtained from the sale of pins will be used in behalf of the school.

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Omaha, Nebraska. Of the two annual projects to which the South High-School Chapter is committed, the Spring honor roll banquet probably has the wider influence. Students whose names appear on the honor roll for either the Fall or Winter quarters are invited. The event not only serves to give recognition to students for outstanding work

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but also is an incentive to the entire student population to strive for higher standards.

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Valley City, North Dakota. The most recent activity of interest carried out by the Valley City Chapter was the awarding of shields to the class valedictorian and salutatorian. These are purchased by the Society and awarded on the evening of graduation. To raise money for the purchase of the shields the Society sold pop corn at school events.

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Oceanside, New York. The Oceanside Chapter acts in the capacity of school host. If a student is confined to the hospital or to his home on account of illness, a card is sent or a member calls on the unfortunate student. Incoming students are met in the office by a Society member who explains to him the building, classes, school routine, organizations, customs, and lets him know to whom he may look for help in solving any difficulty which may be encountered.

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Yonkers, New York. The project of Saunders Trades School Chapter which contributes most to student participation is a scrapbook of school activities. The idea was suggested by the principal who wanted to establish a permanent record of all school activities. At a meeting of the Society, it was decided that each member would visit a home room and explain the purpose and plan of the book. Pictures, clippings, contributions from students and teachers are indexed and entered in the large ledger provided by the student council. Each home room and club in the school has a page in the book.

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Baldwin, New York. The work of the Baldwin Chapter consists of acting as a general scholarship committee for the school. The duties are to make studies, to foster campaigns, and to sponsor movements for the promotion of a better school and especially a higher level of scholarship. The only project which runs throughout the entire year is that of keeping the honor roll. This roll consists of all students who attain an average of eighty-five per cent or above each grad-

ing period. The names are collected and placed in a specially constructed bulletin board with a large glass covering.

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South Akron, Ohio. Members of the Lockwood High-School Chapter are: (1) Making a special study of parliamentary law as a group project, and (2) Writing to secondary-school students in foreign countries through agencies which supply lists of names for international correspondence among students. Both projects have aroused the interest of members.

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Corvallis, Oregon. Most of the activities of the Corvallis Chapter have been concerned with the practical application of the four principles of the Society. These cardinal principles have been broken up into their various elements and a variety of programs are carried out in Chapter meetings. Some of the techniques which have been used include: panel discussions, round-table forums, debates, reading of essays, and speeches. When a new member is elected to the Society, his or her first assignment includes reports on topics related to the principles of the Society.

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Shillington, Pennsylvania. The local chapter of the National Junior Honor Society has each year given scholarship awards to students who maintain an average of B or better in three full-time subjects and receive no mark lower than C in any subject. The award is a school seal. The first is made of bronze. The following year, if the standards are maintained, the students returns his bronze pin and receives a silver one. In the ninth grade, the silver pin is returned and a gold pin awarded, which the student keeps. Money is raised for the purchase of these pins by the sale of candy after school.

* * * * *

Wilkinsburg, Pennsylvania. The Wilkinsburg Chapter acts as a school committee to sponsor the high-school tea dances. The rules of the dances were drawn up by the Society, which sponsors the events under the chaperonage of faculty members.

Dallas, Texas. For the past two years the Viking Chapter of North Dallas High School has been in charge of American Education Week. A pagent has been presented each year. The first was a pagent depicting three hundred years of progress in secondary education in America. This year the theme was one hundred years of progress in secondary education in Texas, and the members gave a tableau representing the ideals, objectives, curricula, and activities of the modern high school.

* * * * *

Milwaukee, Wisconsin. One project which the Whitefish Bay High-School Chapter has found of value is that of college guidance. Form letters are sent to various colleges, catalogues collected, and scholarship information assembled. College newspapers which most colleges are glad to send to senior classes prove very interesting reading for the student who expects to continue his schooling. These newspapers give a preview of college life, which is advantageous to students after they get to college. Other projects of the Chapter are a school scrapbook, an alumni reunion, campaign to obtain books for the library, hobby show, and the lost and found bureau.

* * * * *

Welch, West Virginia. The Homeric Chapter of Welch High School is in charge of noon recreation for out-of-town students. Programs are provided which consist of group singing, athletic games, and dancing. Other projects are a clean-up campaign, pep meetings, coöperation with the school newspaper, and attendance at conferences of student leaders.

CONSTITUTION OF THE NATIONAL HONOR SOCIETY

Revision of February, 1926

ARTICLE I

NAME AND PURPOSE

Section 1. The name of this organization shall be the National Honor Society of Secondary Schools.

Section 2. The purpose of this organization shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of American secondary schools.

ARTICLE II

GENERAL CONTROL

Section 1. The general control of this organization shall be vested in a National Council.

Section 2. The National Council shall consist of nine members elected by the Department of Secondary-School Principals. The secretary of the Department of Secondary-School Principals shall be a member, ex-officio.

Section 3. The nine elective members shall be chosen for a term of three years, three being chosen annually. Immediately after the first election they shall be divided into three classes for the one, two, and three-year terms.

Section 4. Five members shall constitute a quorum of the National Council.

Section 5. The National Council shall each year nominate three members to be elected by the Department of Secondary-School Principals to succeed those whose terms expire.

ARTICLE III

LOCAL ORGANIZATIONS

Section 1. These organizations shall consist of chapters in the secondary schools of the United States, supported by

public taxation or endowment with standards equal to those accredited by such agencies as the North Central Association of Colleges and Secondary Schools, the New England College College Entrance Certificate Board, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the Southern Association of Colleges and Secondary Schools, etc.

Section 2. Each chapter, before its admission to the National Honor Society, shall have its organization approved by the National Council.

Section 3. Each chapter shall, for continued membership, conform to all rules made by the National Council.

ARTICLE IV

EMBLEM

Section 1. This organization shall have an appropriate emblem, selected by the National Council, and this emblem shall be uniform throughout the United States.

Section 2. This emblem shall be patented.

Section 3. The distribution of the emblem shall be under the exclusive control of the National Council.

ARTICLE V

DUES

Section 1. Each chapter of this organization shall contribute whatever amount may be assessed by the National Council, not to exceed five dollars (\$5.00) annually.

ARTICLE VI

MEMBERSHIP

Section 1. Members of chapters shall be known as active and graduate.

Section 2. Membership in any chapter shall be based on scholarship, service, leadership, and character.

Section 3. Candidates eligible to membership in a chapter of this organization shall have a scholarship rank in the first third of their respective classes.

Section 4. To be eligible for membership the student must have spent at least one year in the secondary school electing such student.

Section 5. Not more than fifteen per cent of any senior, or graduating class, shall be elected to membership in a chapter.

Section 6. The election of not more than five per cent of the 11A class may take place during the sixth semester. The election of not more than ten per cent may take place before the end of the seventh semester. The remainder may be chosen during the eighth or last semester before graduation.

ARTICLE VII

ELECTORS

Section 1. The election of members in each chapter shall be by the faculty, or by the principal and a committee of four or more members of the faculty whom he may select.

ARTICLE VIII

OFFICERS

Section 1. The officers of each chapter shall be a president, vice president, secretary, and treasurer.

Section 2. The secretary shall certify to the National Council the number graduated in each class and the names of those elected to membership in the chapter.

ARTICLE IX

FACULTY SUPERVISION

Section 1. All meetings shall be open meetings and shall be held under the direction of the principal or by some member of the faculty selected by him.

Section 2. The activities of the chapter shall be subject to the approval of the principal.

ARTICLE X

EXECUTIVE COMMITTEE

Section 1. The executive committee shall consist of the officers of the chapter and the faculty sponsor.

Section 2. The executive committee shall have general charge of the meetings and business affairs of the chapter,

but any action on the part of the executive committee shall be subject to review by the chapter.

ARTICLE XI

AMENDMENTS

Section 1. This constitution may be amended at any meeting of the National Council, or by mail by an affirmative vote of seven members.

A MODEL CONSTITUTION FOR LOCAL CHAPTERS
of The National Honor Society of Secondary Schools

Revision of February, 1936.

ARTICLE I

NAME AND PURPOSE

Section 1. The name of this chapter shall be the (*
) Chapter of the National Honor Society of
Secondary Schools.

Section 2. The object of this chapter shall be to create
an enthusiasm for scholarship, to stimulate a desire to render
service, to promote worthy leadership, and to encourage the
development of character in pupils of High School.

ARTICLE II

MEMBERSHIP

Section 1. Membership of this chapter shall be known
as active and graduate. The graduate members have no vote.

Section 2. Membership in this chapter shall be based on
scholarship, service, leadership, and character.

Section 3. Candidates eligible to election in this chapter
shall stand in the first third of their respective classes in schol-
arship. They shall have spent at least one year in
High School.

Section 4. Not more than 15 per cent of any 12A class
shall be elected to membership in this chapter.

Section 5. The election of not more than 5 per cent of
the 11A class may take place during the sixth semester. The
election of not more than 10 per cent of the 12B class may
take place before the end of the seventh semester in which
the standards for election have been attained. The remainder
may be chosen in the last semester before graduation.

**Insert name of local chapter here.*

(The following three sections may be used in place of the preceeding three sections.)

Section 3. Candidates shall have spent at least one year in High School, and shall be members of the junior or senior class. Candidates eligible to election to the chapter shall have a scholarship average of (from 85 to 90 per cent)*. This scholastic level of achievement shall remain fixed, and shall be for this chapter the required scholastic achievement for admission to candidacy for membership in this chapter, and all pupils who can rise in scholarship to or above such standard level shall be admitted to candidacy for election to membership. Their eligibility shall then be considered on their service, leadership, and character.

Section 4. Members of the sophomore class may be chosen as probationary members of the chapter of the Senior Honor Society, if they satisfy all corresponding requirements placed upon candidates from the junior and senior class.

Section 5. Such probationary members shall have voice and vote in the chapter but may not hold office. If they maintain high standards and live up to the requirements of the chapter, they may be chosen to full membership in the chapter in their junior or their senior year.

Section 6. Any member of the faculty may propose to the council the names of pupils eligible for membership in the chapter.

Section 7. Any active member who falls below the standards which were the basis for his election to membership shall be dropped from the chapter by a majority vote of the faculty upon the recommendation of the council.

Section 8. If so dropped, his emblem shall be returned to the president of this chapter.

ARTICLE III

COUNCIL

Section 1. The election of members to this chapter shall be by a council consisting of the principal and four or more teachers whom he may select.

*Insert here per cent or its equivalent.

ARTICLE IV

OFFICERS

Section 1. The officers of this chapter shall be a president, vice president, secretary, and treasurer.

Section 2. No pupil shall serve as an officer for more than one semester.

Section 3. A majority of votes cast shall be necessary to elect any officer of this chapter. If the first vote does not yield a majority, a second vote shall be taken on the candidates who have received the highest number of votes.

Section 4. It shall be the duty of the president to preside at the meetings of this chapter.

Section 5. The vice president shall fill the chair of the president in his absence.

Section 6. The secretary shall keep the minutes of meetings, a record of all business, and all records of file.

The secretary also shall certify to the Secretary of the National Council the number graduated in each class, and the names of those elected to membership in this chapter.

Section 7. The treasurer shall be selected from the faculty council, shall receive and disburse all funds of the chapter, and shall keep an accurate account of receipts and disbursements.

ARTICLE V

Section 1. The executive committee shall consist of the faculty council and the officers of the chapter.

Section 2. The executive committee shall have general charge of the meetings and business of the chapters, but any action on the part of the executive committee may be subject to the review of the chapter.

Section 3. A member of the faculty council shall act as chairman of the executive committee.

ARTICLE VI

FACULTY SUPERVISION

Section 1. The activities of this chapter shall be subject to the approval of the principal.

ARTICLE VII

MEETINGS

Section 1. The regular meetings of this chapter shall be held

Section 2. The first regular meeting of each semester shall be for the election of officers.

Section 3. Special meetings, approved by the council, may be held under the call of the president.

Section 4. All meetings shall be open meetings and shall be held under the sponsorship of the principal or some member of the faculty selected by him.

Section 5. This chapter shall conduct its meetings according to Roberts' Rules of Order, in all points not expressly provided for in the constitution of this chapter.

ARTICLE VIII

EMBLEM

Section 1. Each member of this chapter shall be entitled to wear the emblem adopted by the National Society, which he will receive upon payment of its cost. (*Each chapter may decide who should pay for the emblem.*)

Section 2. Any member who withdraws or is dropped from the chapter shall return the emblem to the chapter.

ARTICLE IX

DUES

Section 1. Each active member of this chapter shall contribute annually a sum, not to exceed fifty cents, to be assessed by the executive committee.

ARTICLE X

AMENDMENTS

Section 1. This constitution may be amended by a two-thirds vote of the chapter, provided that the proposed amendment has been approved by the council and notice to members has been given at least one month previous to the meeting at which it is to be voted upon. All amendments must be approved by the National Council.

HISTORY OF THE NATIONAL JUNIOR HONOR SOCIETY

Not long after the National Honor Society was established by the National Association of Secondary-School Principals (now the Department of Secondary-School Principals of the N. E. A.), it became evident that the benefits of the organization, membership in which was limited to a small percentage of the graduating class, might be extended to encourage higher standards of scholarship throughout the whole school. The constitutional revision of 1923, which permitted the selection of five per cent of the second-semester junior class as members of the Society, was a concession to those who believed that the privilege of membership should not be reserved to seniors. The opinion was widely held that the three or four years of high school, during which the pupil was to attain a level of scholarship which would make him eligible for membership, was too long a period of time for the adolescent mind to look ahead, and that the Society should be so constituted that the benefits of stimulation and recognition might be extended to active and ambitious pupils in the lower classes.¹

Less than a year after the launching of the National Honor Society,² member chapters in various parts of the country had extended Honor Society advantages by forming organizations that would include underclassmen. In 1924 Terry and Hagie undertook a survey of practices of local chapters of the National Honor Society, one phase of which was a discussion of replies to the question, "Should membership privileges be extended to pupils of the lower classes?" The study showed³ that ten schools already had organized junior chapters in some form. More than two-thirds of the schools reporting believed the plan desirable for one or another of the lower classes. Several principals who were active in founding the Society had established junior chapters in their own

¹See first chapter above, "History of the National Honor Society."

²Paul W. Terry and C. E. Hagie, "Special Types of Activities: Honor Society." *Twenty-Fifth Yearbook of the N. S. S. E., Part II. Extra-Cur-*

³*Loc. cit.*, pp. 150-1.

schools, and at the 1925 meeting of the National Council, the President of the Council was instructed to study the question of the junior chapter and report on it at the sessions of the Council in 1926. In the same year Margaret M. Willis of the Maryland State Normal School made the following statement in an article in *The School Review*:¹

The underclass honor group seems almost an inevitable adjunct of a successful chapter of the National Honor Society. It carries the idea and ideals down among the underclassmen until actual membership is within the time perspective even of a Freshman; it provides a group large enough for effective action even in a small school; it puts "the stimulation of success" within the reach of a very much larger percentage of the pupils; and it opens up the possibility that the honor society may be a really vital factor in the lives of the pupils. With a junior society to do the active work, membership in the National Honor Society might well be reserved as a crowning honor to be conferred late in the senior year, an honor similar to graduation itself in recognizing the successful completion of a course of preparatory training. . . .

The basis for membership in the junior society might well be somewhat different from the basis for membership in the senior group; character, a measurably high standard of scholarship, leadership, and service. Such qualifications are harder to measure in the younger pupils; they may be latent in a boy or girl who does nothing but study; they may be threatening to ruin the scholarship of those other capable pupils who are temporarily intoxicated by the feeling of power and popularity. Cannot the junior society be flexible enough to include the *talented* and try to bring out their undeveloped qualities? In spite of the obvious shortcomings as a method of choosing the senior members, the system of points earned indiscriminately for both scholarship and activities is worth careful consideration for the underclass organization.

In BULLETIN No. 12 of the National Association (Department) for May, 1926, Merle Prunty, then principal of the Tulsa Central High School, Tulsa, Oklahoma, and a member of the original National Council of the National Honor Society, reported the recommendation of the Council urging the organizing of chapters of the National Junior Honor Society, to be in no way connected with the National Honor Society chapters. "School executives organizing junior honor

¹Margaret M. Willis, "The National Honor Society," *School Review*, XXXIV (February, 1926), 134-5.

societies," said Mr. Prunty, "should make clear to their students that membership in a junior honor society in no way insures membership later in the National Honor Society." In the same article Mr. Prunty offered the plan in force in his school as a working model for the organization and administration of junior honor societies. The plan set forth the standard of scholarship, character, leadership, and service, method of electing candidates to membership, induction of members, and the school service program of the junior society. At the Cleveland meeting of the Department of Secondary-School Principals in 1929 the National Council was authorized to set up the National Junior Honor Society as a separate organization, but under the control of the Council of the National Honor Society. The constitution of the National Junior Honor Society was first published in Department BULLETIN No. 26 in April, 1929, and remains to-day in substantially the same form. In 1930 a separate handbook¹ for the junior society was issued by the Department.

Constitutional provisions of the National Junior Honor Society conform quite closely to those of the senior organization, although, as has been pointed out before, there is no direct connection between the two: membership in the junior body is not a prerequisite for membership in the senior group, nor does the member of the former necessarily become selected for membership in the latter. Prospective members are chosen from the upper ten per cent of their class in scholarship, and are voted into the Society by the principal and a committee of the faculty on the basis of positive qualities of good citizenship, scholarship, service, leadership, and character. To be eligible for membership a pupil must have spent at least one year in the school electing him to the Society. Any member who falls below the initial upper ten per cent scholastic standard, or who exhibits unworthy qualities of citizenship, scholarship, service, leadership, or character must forfeit his membership.

Other characteristics of the junior organization are quite similar to those of the senior group described in the first chapter of this BULLETIN. Individual chapters have de-

¹Now out of print.

veloped impressive rituals of induction of members, and electors have been faced with the problem of fair objective measures of scholarship, citizenship, service, leadership, and character.

CONSTITUTION OF THE NATIONAL JUNIOR HONOR SOCIETY

ARTICLE I

NAME AND PURPOSE

Section 1. The name of this organization shall be the National Junior Honor Society of Secondary Schools.

Section 2. The purpose of this society shall be: (1) To create an enthusiasm for superior scholarship; (2) To stimulate a desire to serve faithfully one's school and community; (3) To promote trustworthy leadership and loyal pupil citizenship; and (4) To develop exemplary qualities of character in the pupils of American schools of junior high school level.

ARTICLE II

GENERAL CONTROL

Section 1. The general control of the society shall be vested in the National Council of the National Honor Society of Secondary Schools of which the secretary of the National Department of Secondary-School principals is also secretary and a member ex-officio.

Section 2. The National Council shall each year nominate at least two junior high-school principals, one of which shall be elected to serve for a three year term on the National Council.

ARTICLE III

LOCAL SOCIETIES

Section 1. These societies shall be chapters within junior or senior high-school organizations having grades seven, eight, nine, or ten. Only schools of good standing will be granted a charter.

Section 2. Membership in the National Junior Honor Society will have no relation to membership in the National Honor Society. Membership in the former in no wise insures membership in the latter.

Section 3. A charter of admission to the National Junior Honor Society will be issued only after the National Council has approved its constitution.

Section 4. Chapters of the National Junior Honor Society shall conform to all rules made by the National Council.

ARTICLE IV

CERTIFICATES AND EMBLEMS

Section 1. The secretary of the National Council shall issue to all new members of local chapters a uniform copyrighted membership certificate prepared by the National Council.

Section 2. The patented uniform emblem may be secured from the secretary of the National Council by chapters desiring it.

Section 3. The distribution of certificates and emblems shall be controlled exclusively by the secretary of the National Council. All certificates shall be sent C. O. D. to the principal of the school. Emblems will be sent C. O. D. to chapter members certified by the principal.

ARTICLE V

DUES

Section 1. A charter fee of \$5.00 shall be deposited with the secretary of the National Council at the same time that a petition for a charter is filed. In the event that a charter is not granted the deposit will be returned (to the petitioning school).

ARTICLE VI

MEMBERSHIP

Section 1. To be eligible for membership a pupil must have spent at least one year in the school electing such pupil. *Election* however may take place at the close of his second semester.

Section 2. Membership in any chapter shall be based on scholarship, school citizenship, service, leadership, and character.

Section 3. The *initial* election of members to a newly installed chapter of the National Junior Honor Society shall be from among the pupils who rank in the upper ten per cent in scholarship. The level of scholastic achievement at or above which the upper ten per cent of the pupils are found shall become for the pupils of that school the required scholastic achievement for admission to candidacy for membership in the society. The scholastic achievement standard of that school thereafter remains constant and all students who can rise in scholarship to or above the initial upper ten per cent scholastic level of that school are to be admitted to candidacy for election to membership.

Section 4. Having been admitted to candidacy for membership, those pupils whose personal records reveal faithful school service, trustworthy leadership, loyal citizenship, and exemplary character shall be admitted to membership. Pupils whose school records reveal negative and unreliable qualities of service, leadership, citizenship, or character shall not be elected to membership in the society.

Section 5. Any pupil after having been elected to the society who falls below the initial upper ten per cent scholastic standard of his school or who reveals unworthy qualities of citizenship, service, leadership, or character shall forfeit his membership in the society. His membership certificate and emblem shall be returned to the principal, and a report made by the principal to the secretary of the National Council.

ARTICLE VII

ELECTORS

Section 1. Election of members for each chapter shall be by the principal and a committee of three to five faculty members appointed by him. To assist the election committee each faculty member shall vote on all candidates known to them by listing either the positive or negative qualities of service, leadership, citizenship, and character. Final authority in election shall however rest with the judgment of the principal and the election committee.

ARTICLE VIII

INDUCTION OF MEMBERS

Section 1. Members shall be inducted to the society in a school assembly with as impressive and appropriate ceremonies as possible.

ARTICLE IX

OFFICERS

Section 1. The officers of each chapter shall be a president, vice-president, secretary, and treasurer.

Section 2. The term of office shall be for one year and officers shall not succeed themselves.

Section 3. The secretary shall, with the approval of the principal, certify to the secretary of the National Council the names of those elected to membership.

ARTICLE X

FACULTY SUPERVISION

Section 1. All meetings shall be held with the approval of the principal or some faculty member approved by the principal.

Section 2. The activities of the chapter shall be subject to the approval of the principal.

ARTICLE XI

EXECUTIVE COMMITTEE

Section 1. The executive committee of the chapter shall consist of the officers of the chapter and the faculty sponsor.

Section 2. The executive committee of the chapter shall plan the meetings and have general charge of business affairs, but any action of the executive committee shall be subject to review by the chapter.

ARTICLE XII

AMENDMENTS

Section 1. This constitution of the National Junior Honor Society may be amended at any meeting of the National Council.

(MODEL)
CONSTITUTION
of the
() CHAPTER
of the
NATIONAL JUNIOR HONOR SOCIETY
of the
() SCHOOL

ARTICLE I

NAME AND PURPOSE

Section 1. The name of this society shall be the () Chapter of the National Junior Honor Society of the () School.

Section 2. The purpose of this chapter shall be to develop loyal pupil citizenship; to create an enthusiasm for superior scholarship; to stimulate a desire to serve faithfully one's school, community, and country; to promote trustworthy leadership; and to instill exemplary qualities of character in the pupils of the () grade of the () School.

ARTICLE II

MEMBERSHIP

Section 1. Membership in this chapter shall be based on school citizenship, scholarship, service, leadership, and character.

Section 2. The initial election of members to this chapter shall be from among the pupils who rank in the upper ten per cent in scholarship. The level of scholastic achievement of the pupils of the () grades of the first semester of the school year of () at or above which the upper ten per cent of the pupils are found shall become* for this chapter the required scholastic achievements for admission to candidacy for membership in the society. Such scholastic achievement level shall thereafter remain fixed, and all students who can rise in scholarship to or above such standard

*Here state the scholarship grade.)

level shall be admitted to candidacy for election to membership. Their eligibility shall then be considered on their school citizenship, service, leadership, and character.

Section 3. To be eligible to membership in this chapter the student must have attended at least one year in the (

) School. Election, however, may take place at the close of the second semester of attendance.

Section 4. Any member who falls below the standard which were the bases of his election shall be promptly warned. Within thirty days such case shall be passed upon by the Executive Committee. A majority vote of the Executive Committee shall be necessary for withdrawal.

ARTICLE III

COUNCIL

Section 1. The election of members in this chapter shall be by a Council of five faculty members with the principal acting as adviser.

Section 2. The five faculty members of the Council shall be elected at the beginning of each school year by the Faculty Council of this school which consists of the principal and heads of departments. This election shall be by ballot.

Section 3. To aid the Council in the selection of members for this chapter, each member of the faculty shall grade the students eligible to membership whom he has had in class or whom he knows personally in some school activity. Each student shall be graded on the basis of twenty points each for school citizenship, for scholarship, for service, for leadership, and for character.

ARTICLE IV

OFFICERS

Section 1. The officers of this chapter shall be a president, vice-president, secretary, and treasurer.

Section 2. Officers shall be elected at the first regular meeting of the school year and shall not succeed themselves.

Section 3. A majority of votes cast shall be necessary to elect any officer in this chapter. If the first vote does not yield a majority, a second vote shall be taken on the three candidates who have received the highest number of votes.

Section 4. It shall be the duty of the president to preside at the meetings.

Section 5. The vice-president shall fill the chair of the president in his absence.

Section 6. The secretary shall keep the minutes of all the meetings. He shall, with the approval of the principal, certify to the National Council the names of those elected to membership.

Section 7. The treasurer shall receive and disburse all funds of the chapter, and he shall keep accurate account of receipts and disbursements.

ARTICLE V

INDUCTION OF MEMBERS

Section 1. Members shall be inducted into the society in a school assembly with as impressive and appropriate ceremonies as possible.

ARTICLE VI

FACULTY SUPERVISION

Section 1. All meetings shall be open meetings and shall be held under the direction of the principal or some member of the faculty selected by him from the council, to be known as the faculty adviser.

Section 2. The activities of the chapter shall be subject to the approval of the principal.

ARTICLE VII

EXECUTIVE COMMITTEE

Section 1. The executive committee shall consist of the principal or the faculty adviser and the officers of the chapter.

Section 2. The executive committee shall have general charge of the meetings and the business of the chapter, but any action on the part of the executive committee shall be subject to review by the chapter, except that members may be withdrawn from the chapter for cause by the sole vote of the executive committee.

Section 3. The president of the chapter shall act as chairman of the executive committee.

ARTICLE VIII

MEETINGS

Section 1. There shall be four regular meetings of this chapter during the school year, the first to be held within the first two months of the first semester.

Section 2. Topics consistent with the purpose of the organization such as scholarship, service, leadership, character, and school citizenship, shall be chosen for consideration at the meetings.

Section 3. Special meetings, approved by the executive committee may be held under the call of the president.

ARTICLE IX

DUES

Section 1. Each active member of this chapter shall contribute annually a sum not to exceed fifty cents. The amount of this assessment shall be determined by the executive committee.

Section 2. This chapter shall contribute whatever amount may be assessed by the National Council, not to exceed five dollars (\$5.00) annually.

ARTICLE X

EMBLEM

Section 1. Each member of this chapter shall be entitled to wear the emblem adopted by the National Junior Honor Society.

Section 2. Any member who withdraws or who is dropped from the chapter shall return the emblem to the principal and a report of the same shall be made by the principal to the secretary of the National Council.

ARTICLE XI

AMENDMENTS

Section 1. This constitution may be amended by a two-thirds vote of the chapter, provided that the proposed amendment has been approved by the Executive Committee. The amendment must then be submitted to the National Council for its approval.

OTHER SOURCES OF INFORMATION

Bulletin No. 11, Proceedings of the Washington (1926) Meeting.

Papers on Social Studies (2), International Relations (2), Personal Record Cards, Fraternities, Scholarship, Administration (5), Curriculum (3), Personnel Charts, Guidance Marks (2), Principals, Student Activities (2), National Honor Society (5), and Culture. (260 pp.)\$2.00

Bulletin No. 12, May, 1926.

Description of Junior Honor Society, List of Chapters, and Ritual of Induction of Senior National Honor Society. (46 pp.)\$0.25

Bulletin No. 26, April, 1929.

Abstracts of Books and of Magazine Articles on Administration and Supervision. Constitution of National Junior Honor Society. (35 pp.)\$0.25

Bulletin No. 27, May, 1929.

Rituals of Induction for the National Honor Society. (32 pp.)\$0.25

Bulletin No. 31, April, 1930.

History of the National Honor Society, Objectives Interpreted, Methods of Selecting Members, Lists of Chapters, Constitution, and Bibliography of the National Honor Society. (56 pp.)\$0.25

Bulletin No. 42, May, 1932.

Activities of Chapter Members, Rituals of Induction for both Senior and Junior Chapters, Addresses at Induction Ceremonies, and List of Chapters. (168 pp.) ..\$1.00

Bulletin No. 48, December, 1933.

Economics in Secondary-School Administration, and A Method of Selecting Members of the National Honor Society. (32 pp.)\$0.30

Bulletin No. 49, January, 1934.

The Activities of the National Honor Society. Also a Directory of the Members. (87 pp.)\$1.00

Bulletin No. 51, April, 1934.

Papers presented at the Washington (Summer, 1934) Meeting: Work of Dean of Girls, High Schools and Place, Revision of Secondary-School Standards, Instruction of Large Classes, and Guidance. A Method of Electing Members of the National Honor Society. (67 pp.).....\$0.30

Bulletin No. 52, May, 1934.

The Tercentenary Celebration: Purpose, Plans, Commencement Programs, and Bibliography. The Making of the National Honor Society Emblems. (40 pp.)\$0.30

Bulletin No. 53, December, 1934.

Academic Training of High-School Principals, and Development of the High-School Curriculum. Ritual for National Junior Honor Society Induction. (48 pp.)..\$0.40

Bulletin No. 54, January, 1935.

Tercentenary Celebration Contests: Some Honor Society Activities. Also a Directory of Members. (92 pp.)\$1.00

Bulletin No. 57, May, 1935.

Forty Years a Schoolmaster, William A. Wetzel. A Nation-Wide Printing Project. Results of the National Honor Society Referendum. (64 pp.).....\$0.50

Bulletin No. 58, December, 1935.

Papers presented at the Denver (Summer, 1935) Meeting: Present Trends of Secondary Education, A. J. Stoddard. Digests from Professional Periodicals and from Lay Magazines. Methods of Electing Members of the National Honor Society, Scheme for Rating Service, Leadership, and Character. Also a Directory of Members. (172 pp.).....\$1.00

Bulletin No. 60, Proceedings of the St. Louis (1936) Meeting.

Papers on Department History (2), National Honor Societies, Research by State Associations, Safety, Non-Attendance, Discussions of Issues of Secondary Education (10), Small High Schools, Motion Pictures, Vocational Education and Curriculum. (135 pp.).....\$1.00

Bulletin No. 65, Proceedings of the New Orleans (1937) Meeting.

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